

Prekindergarten Curriculum Guidelines for Language and Early Literacy Part 2: Early Literacy

## Texas Center for Reading and Language Arts

College of Education, The University of Texas at Austin •
Texas Education Agency • Region XIII Education Service Center

## www.texasreading.org

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## Professional Development Guide

## Implementing the Prekindergarten Curriculum Guidelines for Language and Early Literacy Part 2: Early Literacy

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# Introduction



#### Literacy Labs

Both school-based and universitybased labs serve as models for universities and school districts.

#### Professional Development Guides and Videos

These guides are designed to provide educators across the state with materials and plans for professional development in instruction based on the reading and language arts TEKS.

#### Reading Liaisons

Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

#### School Partnerships

Collaborative relationships with schools promote research on effective reading practices and inform the content of professional development guides.

# What is the Texas Center for Reading and Language Arts?

The Texas Center for Reading and Language Arts assists educators in enhancing the reading and language arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).

# How are the Center's Activities Accomplished?

- **Goal 1:** Develop and disseminate materials that support educators in implementing the TEKS with English language learners in grades K-2.
- **Goal 2:** Enhance the knowledge, skills, and practices of prekindergarten teachers in implementing the new Prekindergarten Curriculum Guidelines for language development and literacy development.
- **Goal 3:** Enhance the knowledge, skills, and practices of kindergarten and first grade teachers in implementing the reading and language arts TEKS.
- **Goal 4:** Enhance the knowledge, skills, and practices of grades 6 through 12 teachers in implementing the reading and language arts TEKS.
- **Goal 5:** Use technology and media to disseminate information to educators on effective instructional practices in reading and language arts.
- **Goal 6:** Enhance the knowledge, skills, and practices educators use to implement the reading and language arts TEKS with students in grades K-5 who are experiencing difficulties.
- **Goal 7**: Enhance the knowledge and competencies of Education Service Center (ESC) reading liaisons, educators, and school administrators through professional development.
- **Goal 8**: Communicate the goals, activities, and accomplishments of the Texas Center for Reading and Language Arts.



## Introduction

This professional development guide, Implementing the Prekindergarten Curriculum Guidelines for Language and Early LiteracyPart 2: Early Literacy is based on the Prekindergarten Curriculum Guidelines. These guidelines provide a means to align prekindergarten programs with the TEKS curriculum, and are intended to help educators make informed decisions about curriculum content for prekindergarten students. The Prekindergarten Curriculum Guidelines articulate accomplishments for three and four-year olds within broad domain areas. They serve as a resource to assist educators in instructional planning and are to be used on a voluntary basis.

# Organization and Content of the Professional Development Guide

#### Overall Content

This guide, Implementing the Prekindergarten Curriculum Guidelines for Language and Early Literacy Part 2: Early Literacy, addresses the language components of the Prekindergarten Curriculum Guidelines. The guide contains detailed trainer notes, color transparencies, reprinted materials, original handouts, and suggested activities designed to support the application of the Prekindergarten Curriculum Guidelines to classroom practice. These activities draw on participants' knowledge and expertise and offer opportunities for practice.

#### Instructional Content

The overhead transparencies are organized into the following sections:

- (a) Overview of the Prekindergarten Curriculum Guidelines for Language and Early Literacy Development.
- (b) Key concepts in language development and the role of language in early literacy development,
- (c) Language Diversity and Bilingualism,
- (d) Effective instructional practices to implement the Guidelines, and
- (e) Suggested session activities.

The Trainer Notes section provides detailed information and suggested strategies designed to enhance trainers' presentation of the content. Where appropriate, Trainer Notes identify the materials neede to complete the session activities associated with the transparencies. This information is also provided in table format at the end of the Introduction section. Given the extensive content of the guide and the fact that the time available for professional development sessions varies, the presentations may be adapted. The presentation includes an overview of the content and skill building practice with audience participation.

## Acknowledgements

We gratefully acknowledge the support of the following individuals and agencies for their contributions to the professional development guides, Implementing the Prekindergarten Curriculum Guidelines for Language and Early Literacy Part 1: Language Development and Part 2: Early Literacy Development.

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Statewide Initiatives

Special thanks to all our reviewers and contributors whose assistance and support made a valuable contribution to this product.

## **Early Literacy Activities and Handouts**

Activity /	Activity Description	Trainer Materials		
Handout				
Activity #1	Activity #1: Getting To Know The Prekindergarten Curriculum Guidelines: Self Assessment	Handout for Activity #1		
	Participants assess their knowledge on the broad areas of early literacy and specific child accomplishments within each area, setting a purpose for the training.			
Activity #2	Activity #2: Environmental Print Chart/Big Book	Handout for Activity #2		
	Participants assemble an "I Can Read" environmental print chart <i>or</i> Big Book using text and pictures from food labels, grocery store logos, restaurant names, and other sources of environmental print.	Materials: on each table provide scissors, glue, and assorted print materials such as food labels, newspaper ads, magazines, restaurant/store logos, chart paper, markers		
	La de la Maria de Caracteria de la Carac	TT 1 16 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
Activity #3	Activity #3: Instruction for Print and Book Awareness: Reading Big Books  Participants role play a Read-Aloud session with one participant at each table assuming the role of teacher, reading a Big Book with the other participants who pretend to be "prekindergartners."	Handout for Activity #3  Materials: one big book per table		
Handout #1	Handout on Classroom Library			
Activity #4	Activity #4: Phonological Awareness	Handout for Activity #4, Phonological Awareness		
,	Participants are asked to identify the phonological awareness skills emphasized on each of 12 activity cards	Continuum information sheet and Phonological Awareness Activity Cards, 1 set per table.  Complete Phonological Awareness Activity Handout		
Handout #2	Letter Walls			
Handout #3	Early Word Recognition - Names Activities			
Handout #4	Building Motor Skills for Writing			
,	Children from all over the world who come from literate cultures go through similar stages of writing development.  Work with a partner or group to identify the language source (not the country) for each of the writing samples on your handout.  Each was written by a 4-year-old from a different part of the world.	Handout for Activity #5  Handout for Activity #6, Taking Dictation		
	Dictation Simulation  Simulate either a shared writing or dictation activity with other members of your group based on:  a Three Bears sequel a class trip to the library making cinnamon toast  One participant will assume the role of teacher in order to take dictation from or compose with her students. At the end of the simulation, each group will share a "snapshot" of their activity, including tips	Reprint: Shared Writing by Gunning Reprint: Prekindergarten Curriculum Guidelines Materials: Chart tablet, drawing paper, and markers for each table		
	Activity #1  Activity #2  Activity #3  Handout #1  Activity #4	Activity #1: Activity #1: Getting To Know The Prekindergarten Curriculum Guidelines: Self Assessment  Participants assess their knowledge on the broad areas of early literacy and specific child accomplishments within each area, setting a purpose for the training.  Activity #2: Environmental Print Chart/Big Book  Participants assemble an "I Can Read" environmental print chart or Big Book using text and pictures from food labels, grocery store logos, restaurant names, and other sources of environmental print.  Activity #3: Instruction for Print and Book Awareness: Reading Big Books  Participants role play a Read-Aloud session with one participant at each table assuming the role of teacher, reading a Big Book with the other participants who pretend to be "prekindergartners."  Handout #1 Handout on Classroom Library  Activity #4: Phonological Awareness  Participants are asked to identify the phonological awareness skills emphasized on each of 12 activity cards  Handout #2 Letter Walls  Handout #3  Early Word Recognition - Names Activities  Handout #4  Building Motor Skills for Writing  Activity #5: Writing Around the World  Children from all over the world who come from literate cultures go through similar stages of writing development.  Work with a partner or group to identify the language source (not the country) for each of the writing samples on your handout.  Each was written by a 4-year-old from a different part of the world.  Activity #6: Shared Writing Simulation or Taking Dictation Simulation  Simulate either a shared writing or dictation activity with other members of your group based on:  a Three Bears sequel  a class trip to the library  making cinnamon toast  One participant will assume the role of teacher in order to take dictation from or compose with her students. At the end of the simulation, each group		

## **Early Literacy Activities and Handouts**

Trnsp #	Activity / Handout	Activity Description	Trainer Materials
66	Handout #5	The Writing Center	
68	Activity #7	Activity #7: Applying the Guidelines to Classroom Practice	
		Participants develop a plan for implementing the ideas discussed in this session based on a children's book or a topic of study. Participants plan a series of activities based on the book or topic that will build children's early literacy skills, address these areas of the Prekindergarten Curriculum Guidelines: Print and Book Awareness, Phonological Awareness, Letter Knowledge and Early Word Recognition, and Written Expression.	
69	Activity #8	Activity #8: Revisiting the Prekindergarten Curriculum Guidelines - Partner Share.  Participants are asked to reflect upon the knowledge	Handout for Activity #8
		and skills they feel were most enhanced by attending this workshop.	
		Trainers ask the participants to consider and then record the three ideas they plan to use upon returning to the classroom. Participants find a partner and discuss their ideas, recording their partner's ideas on the same sheet.	
		If time allows, trainers may ask the participants to find new partners with whom to share their list of great ideas.	

# Trainer Notes

# Early Literacy

# Prekindergarten Curriculum Guidelines



- ✓ Articulate what 3- and 4-year olds should know and be able to do
- ✓ Provide a means to align prekindergarten programs with the TEKS curriculum
- ✓ Serve as a resource to assist educators with instructional planning; to be used on a voluntary basis

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# **Prekindergarten Curriculum Guidelines for Language and Early Literacy**



- 1. Listening comprehension
- 2. Speech production and speech discrimination
- 3. Vocabulary
- 4. Verbal expression
- 5. Phonological awareness
- 6. Print and Book Awareness
- 7. Letter Knowledge and Early Word Recognition
- 8. Motivation to Read
- 9. Developing Knowledge of Literary Forms
- 10. Written Expression

Before we begin to discuss language development, the topic of today's session, let's focus directly on the Prekindergarten Curriculum Guidelines.

The Prekindergarten Curriculum Guidelines:

- Articulate what 3- and 4-year-olds should know and be able to do
- Provide a means to align prekindergarten programs with the TEKS curriculum
- Serve as a resource to assist educators with instructional planning; to be used on a voluntary basis

Today's professional development training session will address implementing the Prekindergarten Curriculum Guidelines for Language and Early Literacy.

The Prekindergarten Curriculum Guidelines for Language and Early Literacy identify what prekindergartners should know and be able to do in the following broad areas:

- 1. Listening comprehension
- 2. Speech production and speech discrimination
- 3. Vocabulary
- 4. Verbal expression
- 5. Phonological awareness
- 6. Print and book awareness
- 7. Letter knowledge and early word recognition
- 8. Motivation to read
- 9. Developing knowledge of literary forms
- 10. Written expression

# Prekindergarten Curriculum Guidelines , for Language and Early Literacy



## **Primary Source Materials**



These guidelines draw from existing research on children's language and early literacy development. Primary source materials for the Language and Early Literacy Guidelines include:

- The 1999 National Research Council report on *Preventing Reading Difficulties in Young Children*
- The 1998 National Research Council publication, Starting Out Right, and
- The 1998 joint position statement issued by the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC) titled, *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*

You will find a copy of the IRA/NAEYC joint position statement in the reprint section of this guide. You will also find a copy of the chapter on preschool education from Starting Out Right.

Note: a copy of the Prekindergarten Curriculum Guidelines has been included in the reprint section of this notebook. Trainers may wish to allow participants time to familiarize themselves with this document before moving on to the training content. However, activities which refer participants to the Guidelines have been built into the training sessions at various points.

# **Early Literacy Development**



# **Looking Closer**



This section of the training will focus on early literacy development in prekindergartners.

The Prekindergarten Curriculum Guidelines state that we should strive to provide opportunities for all three- and four-year-old children to develop the competencies described in the Language and Early Literacy section.

It is important to remember, however, that children will have a great diversity of knowledge due to age differences and previous experiences. Some children, regardless of their age level, will be at the beginning of the learning continuum, while others will be further along.

Children with disabilities may need accommodations and modifications of the guidelines in order to benefit from them.

To use these guidelines to their best advantage and to extend the learning of skills and concepts, teachers must build on children's existing competencies.

Look for the "**Looking Closer**" icon for discussions on individualizing the guidelines.

## **Early Literacy Development**



The Prekindergarten Curriculum Guidelines address these four areas:

- Print and Book Awareness
- Phonological Awareness
- Letter Knowledge and Early Word Recognition
- Written Expression







# Early Literacy Development: Overview



**Key concepts** 

Prekindergarten Curriculum Guidelines

Instructional Practices

**Progress Monitoring** 

#### Specifically, you will learn:

- Practices to create a printrich environment
- Ways to build book and print awareness with big books
- How to enhance children's phonological awareness skills
- Activities that build letter recognition and letter-sound knowledge
- Ideas to promote children's writing development

Today's session will cover **four areas** addressed in the **Prekindergarten Curriculum Guidelines**. These include:

- Print and Book Awareness
- Phonological Awareness
- Letter Knowledge and Early Word Recognition
- Written Expression

We will also address the importance of motivating children's love of books and reading.

In each section, we will:

define key concepts,

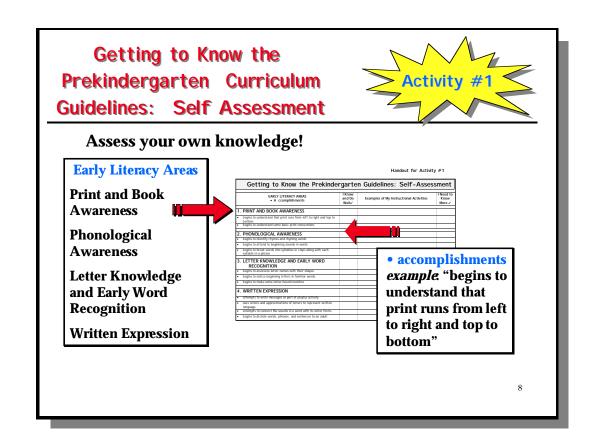
examine the Prekindergarten Curriculum Guidelines,

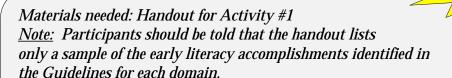
look at how to translate the Guidelines into effective **instructional practices**, and

consider ways to monitor children's progress.

Specifically, you will learn:

- Practices to create a print-rich environment,
- Ways to build book and print awareness with big books,
- How to enhance phonological awareness skills,
- Activities that build letter recognition and letter-sound knowledge, and
- Ideas to promote children's writing development.





This activity is designed to help you **assess your own knowledge** of the Prekindergarten Curriculum Guidelines and the associated child accomplishments.

The column on the left lists the **Early Literacy Areas** and a *few* of their corresponding child **accomplishments** from the guidelines.

Reflect on your own practice as a prekindergarten teacher. In the second column, "**I Know and Do Well**," identify those specific areas where you recognize your greatest knowledge and expertise.

Jot down the names of activities you do that promote literacy development in these areas in the third column, "**Examples of My Instructional Activities.**"

In the fourth column, "**I Need to Know More**," check those areas where you would most like to improve your knowledge.

<u>Note:</u> Allow participants a few minutes to reflect and then complete this self-assessment.

We will now focus on effective ways you can support children's early literacy development.

## **Early Literacy Development**



Goldilocks and

the Three Bears

• The preschool years are a period of developmental learning about print and how to go about reading and writing it.

 Young children are not just getting ready to learn to read: they are LEARNING TO READ.

Children begin learning to read long before they enter school.

The preschool years were once believed to be a "readiness period" when children acquired certain concepts and skills in preparation for learning to read in kindergarten and first grade.

In fact, children's success in kindergarten and first grade is the continuation of a long process of literacy development that begins with their earliest literacy experiences.

- The preschool years are a period of <u>developmental learning</u> about print and how to go about reading and writing it.
- Young children exposed to print-related experiences are not just getting ready to learn to read; they are learning to read, acquiring the concepts, skills and knowledge that will support full literacy several years down the road.

(IRA-NAEYC, 1998; Purcell-Gates, 1998; Snow, Burns, and Griffin, 1998)

## **Early Literacy Development**



Children enter prekindergarten with different literacy-related experiences and abilities.



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# Fostering Early Literacy Development



Prekindergarten children need developmentally appropriate experiences and instruction to support literacy learning. These include:



- Positive relationships with adults who model reading and writing behavior
- Print rich environments
- Listening to the daily read aloud of high quality books

# Children enter prekindergarten with different literacy-related experiences and abilities.

Some children enter school with extensive knowledge about and appreciation of literacy concepts and skills.

Other children enter with relatively few literacy-related concepts and skills.

In any prekindergarten classroom, it is typical to find children with a broad range of literacy-related concepts and skills.

This variation is most often due to differences in children's experiences with books and print at home and in early care settings.

Prekindergarten teachers are in a position to build a foundation of early literacy concepts and skills that will prepare young children for school.

(Snow, Burns, and Griffin, 1998)

# Prekindergarten children need developmentally appropriate experiences and instruction to support literacy learning. These include:

- Positive relationships with adults who engage in responsive conversations with individual children, model reading and writing behavior, and foster interest in and enjoyment of reading and writing,
- **Print-rich environments** with opportunities to see and use written language for a variety of purposes, and
- Adults' **daily reading aloud of high quality books** to individual children or to small groups, including books that reflect children's identity, home language and culture.

(IRA-NAEYC, 1998)

# Fostering Early Literacy Development (contd.)



- Opportunities to talk about what is read
- Experiences that develop phonological awareness
- Opportunities to engage in play that incorporates written language and writing tools
- Firsthand experiences that expand vocabulary

We're on the Road to Reading!



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## Introduction to Print and Book Awareness

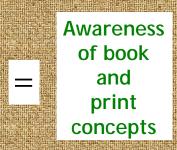


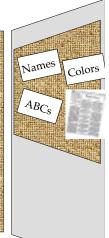
A central goal of prekindergarten is to enhance children's knowledge of concepts about print.

Environment

Opportunities
to see and use
written
language

Print-rich





More experiences to support literacy learning include:

- Opportunities to talk about what is read to them
- Experiences that develop phonological awareness
- Opportunities to engage in play that incorporates written language and writing tools
- **Firsthand experiences that expand vocabulary**, such as field trips and exposure to a variety of tools, objects and materials

(IRA-NAEYC, 1998)

# A central goal of prekindergarten is to enhance children's knowledge of concepts about print.

In the context of a **print-rich environment**, and with **opportunities to see and use written language** for a variety of purposes, children develop an **awareness of book and print concepts**, as well as a broad understanding of the functions of literacy in society.

(Neuman, Copple, & Bredekamp, 2000)

## **Functions of Print**



Children learn that literacy is a valuable tool and that people use reading and writing for many purposes, such as:



- Obtaining information and knowledge
- Communicating information and knowledge
- Entertaining themselves
- Solving problems



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## Functions of Print (contd.)



Children come to understand that different text forms are used for different functions.

**Lists**: grocery shopping



Recipes: cooking



Newspapers: transmitting information on



<u>Letters:</u> interpersonal communication



#### Materials:

Chart tablet or blank transparency and markers

In prekindergarten, children begin to develop an appreciation of the communicative power of print.

They learn that literacy is a valuable tool and that people use reading and writing for many purposes, such as:

- Obtaining information and knowledge
- Communicating information and knowledge
- Entertaining themselves
- Solving problems

Note: Before reviewing the information on Transparency 15, ask participants to brainstorm different ways that text can be used in the classroom, such as: lists for shopping, recipes for cooking, newspapers for learning about current events, letters and messages for interpersonal communication. Responses can be recorded on a blank transparency or chart tablet.

As your list shows, children see that their world is full of print in specific forms: signs, menus, directories, newspapers, bills, letters, calendars, instructions, schedules, and books.

As children use written language for different purposes, they begin to sort out the varying forms print can take. **They begin to understand that different text forms are used for different functions**.

This understanding is identified as an important accomplishment in the Prekindergarten Curriculum Guidelines.

# **Book Concepts and the Prekindergarten Curriculum Guidelines**



- · Knowledge that a book is for reading
- Location of the front, back, top, and bottom of a book
- · Where to begin reading
- · Books have a title and an author
- Illustrations carry meaning (but cannot be read)
- How to handle books



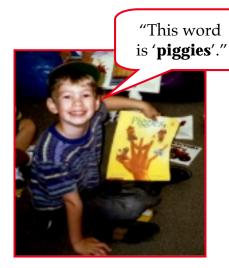
16

# **Print Concepts and the**Prekindergarten Curriculum Guidelines



## Children learn that:

- Oral language can be written down and then read
- Print carries meaning
- Writing is different from other graphic symbols such as numbers



16: Book Concepts and the Prekindergarten Curriculum Guidelines

From their experiences reading with adults and other children, and through teacher guidance and instruction, children learn:

- that a book is for reading,
- the location of the front and back, top and bottom of a book,
- where to begin reading,
- that books have a title and an author,
- that illustrations carry meaning but cannot be read, and
- how to handle books and other print resources properly.

These understandings are highlighted in the Prekindergarten Curriculum Guidelines.

Children explore book concepts independently when they are provided opportunities to make their own selections from a variety of books in the classroom library.

Through their daily experiences with reading, writing, and sharing books, children also begin to learn basic concepts about print itself.

## Children learn that oral language can be written down and then read.

As they begin to recognize labels, signs, and other print forms, they learn that **print carries meaning**.

They begin to **differentiate writing from other graphic symbols such as numbers**, shapes and logos.

#17: Print Concepts and the Prekindergarten Curriculum Guidelines

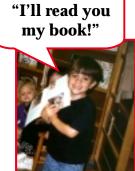
## **Print Concepts and the**





As they come to recognize some of the common features of print, children learn that:

- Printed text contains letters, words, and sentences
- Reading progresses from left to right and top to bottom
- There are spaces between words



As they come to recognize some of the common features of print, children learn that:

- Printed text contains letters, words and sentences,
- Reading progresses from left to right and top to bottom, and
- There are spaces between words.

In addition, children may develop awareness of capital letters and punctuation, though this is not specified in the Guidelines.

## **Print-Rich Environment**



- Labels
- Children's names on tubs and folders
- Lists
- Names of topics
- Charts; morning news
- Written schedules
- Homemade books
- Newspaper clippings
- Displays of songs, chants, nursery rhymes, and poems
- Directions for activities
- Message boards
- Information in centers



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Displayed at children's eye level

Prekindergarten classrooms that support literacy development have many examples of print that are meaningful to children as well as many opportunities for children to interact with print in a variety of ways.

When teachers relate written language to children's daily lives, children begin to understand that print has meaning.

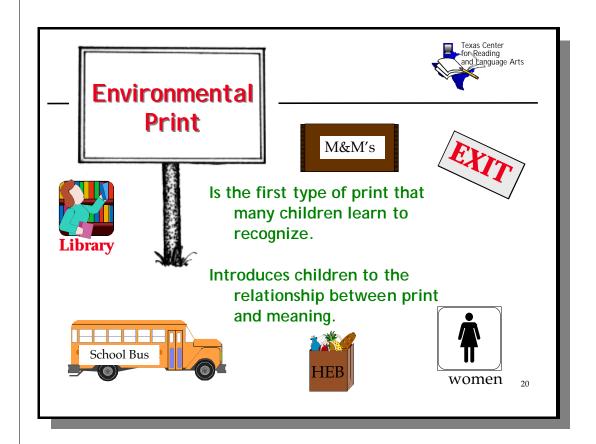
The print-rich classroom is filled with books and other printed materials that are related to children's interests. They include magazines, newspapers, catalogues, coupons, tickets, cards, and letters.

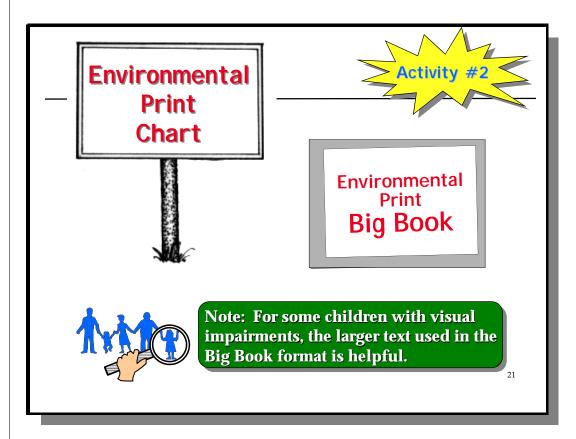
These materials are located in a library center and throughout the classroom.

Teachers can expose children **to the practical uses of print in other forms**, such as:

- Children's names on tubs and folders (Note: for children who are just beginning to recognize their name in print, an accompanying photograph is often a helpful support),
- Labels to identify centers and classroom materials,
- Lists of helpers and group members,
- Names of topics being studied on bulletin boards,
- **Charts** that record children's words from shared writing activities, such as "**news of the day**" or "**show and tell**,"
- **Written schedules** of daily events in combination with pictures ("work time, play time, snack time," etc.)
- **Homemade books** made from items the children bring, such as pages made from cereal boxes or labels from canned goods,
- **Newspaper clippings** with photos and text, weather reports with maps and weather forecasts, and advertisements from familiar stores in the community,
- Displays of songs, chants, nursery rhymes and poems,
- Directions for activities with print and pictures,
- Message boards, and
- **Information** to help children understand how to use materials in a center or to understand

(Morrow, 1997; Morrow, Strickland, & Woo, 1998)





**Environmental print**, that is, familiar print found in the places, objects, and materials we encounter everyday, often serves as the earliest source of print awareness for young children.

Restaurant and store logos, food and household product labels, and road signs are some of the **first types of print that many children learn to recognize.** 

Collecting examples of familiar environmental print and bringing them into the classroom **introduces children to the relationship between print and meaning**.

Handout for Activity #2 Environmental Print Chart/Big Book

Materials: scissors, glue, food labels, newspaper ads, magazines, chart paper, stapler, and markers

For this activity, participants assemble an "I Can Read" environmental print chart or Big Book using text and pictures from food labels, grocery store logos, restaurant names, and other sources of environmental print.

#### "I Can Read" Environmental Print Chart

Label the chart at the top with the words, "I Can Read So Many Things," then write a sentence starter that will be the predictable text for the chart. For example, the chart might say: "I can read HEB," "I can read STOP," "I can read M&M's," and "I can read Target." The print logos are pasted at the end of each sentence.

Be sure to use the actual logo taken from a box, advertisement, or photograph.

Have the participants write a concluding sentence such as "I can read so many things!" to complete the chart.

**Environmental Print Big Book:** In Big Book format, each page can present a different sign or label and accompanying text. **Note: For some children with visual impairments, the larger text used in the Big Book format is helpful.** 

# **Instruction for Book** and **Print Awareness**



#### **Children:**

Engage in shared reading and writing activities with adults



- Receive adult support for reading and writing efforts
- Handle and select books independently from the classroom library
- Use printed materials in play
- Pretend-read



Include appropriate support for children with special needs so that they can interact with books and printed materials as independently as possible.

**Children** develop book and print awareness in the prekindergarten classroom when they have regular opportunities to:

- Engage in shared reading and writing activities with adults,
- Receive assistance from teachers in their own reading and writing efforts,
- Handle and select books independently from the classroom library,
- Use printed materials in their play, and
- **Pretend-read** alone and with other children.

Include appropriate support for children with special needs so that they can interact with books and printed materials as independently as possible.

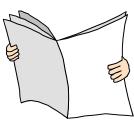
Support ranges from low-tech (storybooks with props, cassette tapes, and read-along books), to higher-tech (switch activated toys and books, augmentative communication devices with speech output, language masters with programmed text, and computer books).

# Instruction for Book and Print Awareness (contd.)



Big Books can be used when reading to groups of children to point out features of books and printed text.

The repetitive or predictable structure of many Big Books provides children with clues as to what the text says.





Repetitive or predictable books can be helpful for children who need multiple repetitions to learn new information.

Book concepts and print awareness can be developed in whole group settings, small group activities, and one-on-one with children throughout the day.

Teachers can use Big Books with repetitive or predictable formats to **point out features of printed text when reading to a group of children**.

Books with **repetitive or predictable** formats provide opportunities for active engagement because the **structure** of the book **provides children with many clues as to what the text says**.

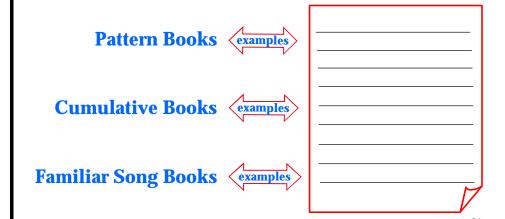
Repetitive or predictable books can be helpful for children who need multiple repetitions to learn new information. Augmentative communication devices can be programmed so that the child activates a switch and the repetitive line plays on cue.

Big Books with repetitive or predictable formats help children learn vocabulary, alliteration, and rhyming, but they do not help children learn to decode words.

# Instruction for Book and Print Awareness (contd.)



#### **Types of Predictable Books**



Materials: grease pencil or erasable marker

There are several **types of predictable books.** 

One type is a **pattern book which features** phrases repeated throughout the story (Examples: <u>Brown Bear, Brown Bear</u> by Bill Martin, Jr., or <u>From Head to Toe</u> by Eric Carle).

A second kind of predictable book is the **cumulative book**, which adds a new character or event to each page [Examples: <u>La Casa Adormecida</u> by Audrey and Don Woods (<u>The Napping House</u>) and <u>There Was an Old Woman</u> retold by Steven Kellogg].

A third type of predictable book is a **familiar song book** which takes children's songs and adds illustrations or photographs to the text (<u>Old McDonald Had a Farm</u> by Frank Asch and <u>Five Little Ducks</u> by Raffi).

Ask participants to name examples of familiar Big Books that fit each description. Record ideas on Transparency #24 using a grease pencil or erasable marker.

# Instruction for Book and Print Awareness (contd.)



- Read the book title and author
- Run a finger along the text from time to time
- Point out particular words to reinforce the concept of "word"
- Draw attention to specific letters, punctuation, and other common features of text



### **REMEMBER!**

New books should first be read aloud for comprehension and meaning!

To promote children's understanding of book and print concepts using Big Books, you can:

- Read the book title and author whenever beginning a new book,
- Direct children's attention to where to begin reading,
- Run a finger along the text from time to time to demonstrate that we read from left to right and top to bottom,
- Occasionally point out particular words to reinforce the concept of "word," and
- Draw attention to specific letters, punctuation and other common features of text.
- Provide small copies of Big Books for children to follow along. Some children with special needs who find it difficult to listen to stories in group settings are often able to participate when they can hold their own copy of the book.

Tracking print, or following print with your hand or a pointer as you read, is useful for focusing children's attention on the specific features of print.

Following print with a pointer also helps children understand the correspondence between spoken and written words.

An important note: tracking print is not always appropriate for read-aloud sessions.

**New books should be read for comprehension and meaning** before an attempt is made to focus children's attention on print concepts.

Attention to print concepts for groups of students is best promoted using oversized text. It makes little sense to track print or to highlight words and letters if most children cannot clearly see the text or its specific features.

Poems, songs, and fingerplays can also be written down on chart-sized paper and displayed with colorful illustrations to be used to develop children's print awareness.

# Instruction for Book and Print Awareness (contd.)



**Before Reading:** 

**During Reading:** 

**After Reading:** 



What are some ways to support children with special needs during read alouds with Big Books?



#### Using Big Books to Teach Book and Print Awareness

Materials: Big Books, 1 per table; Handout for Activity #3; grease pencil to record participants' responses on transparency

Note: The trainer can model "before, during and after" behaviors with a Big Book prior to asking participants to do this activity (read the Handout for Activity #3, "Using Big Books to Teach Book and Print Awareness" for suggestions). Participants will then role play reading or listening to a Big Book.

Activity: One participant at each table assumes the role of teacher and reads a Big Book with her "prekindergartners," highlighting key book and print concepts, and inviting children's participation.

When finished with this activity, revisit the information on the Handout for Activity #3 and ask the participants to extend the list of "**Before**, **During** and **After Reading**" with suggestions of their own that enhance children's book and print awareness.

Record some of the participants' ideas on Transparency 26.

Ask the participants to consider the special needs of students during daily activities such as read alouds. Discuss adaptations that can be made for students with hearing or vision impairments to accommodate their special needs.

Encourage participants to think of other students with other types of disabilities for whom they have made successful modifications during read-aloud sessions.

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# Instruction for Book and Print Awareness (contd.)



Before Reading:

**During Reading:** 

**After Reading:** 



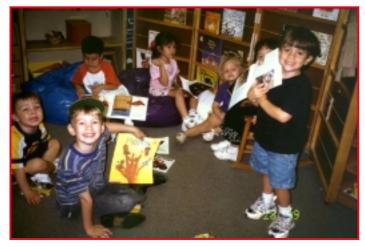
What are some ways to support children with special needs during read alouds with Big Books?

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# Independent Selection of Books: The Classroom Library



Children need opportunities to practice what they've learned about print with their peers and independently.



#### CONTINUED FROM PREVIOUS PAGE

Using Big Books to Teach Book and Print Awareness, ask the audience to share a few of the ideas discussed at their table with the rest of the group.

Some possible responses might include:

Seating children with hearing impairments in a place where their vision is not obscured during the Read Aloud. It is important that they are able to see the pages of the book and the teacher's face during story time.

For children who require frequent interaction with materials and frequent redirection to stay involved, assign the task of turning the page or manipulating the flannel story pieces.

Children with cognitive delays often benefit from individualized instruction or small group instruction with peers. Previewing the vocabulary and the story line of the book can be helpful.

Provide alternative ways for children with speech and language impairments to respond to questions, such as choosing a picture or pointing as a response.

Manipulatives related to the story can be gathered together to create a "book bag" for children who are visually impaired to interact with during the read aloud

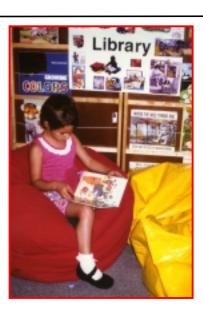
Allow children to take read-aloud books home for family story time.

To explore and refine newly acquired book and print concepts, **children need opportunities to practice what they've learned about print with their peers and independently**.

It is important that children be able to select their own books and spend time reading in the classroom library.

## The Classroom Library





- Display books so children can see and reach them
- Include a variety of books and other print materials
- Provide many books so children can make choices
- · Provide cozy seating options
- Physically define the library space
- · Have story props available
- Provide media and technology equipment
- Refresh library books frequently

#### Materials: Handout on the Classroom Library

Classroom library corners are most effective in promoting children's interest in reading and in developing print and book awareness when they:

- **Display books so they are visible and accessible to children.** Make sure the library is accessible to all children.
- Include a variety of books and other printed materials of diverse genres (e.g., storybooks, information books, ABC books, predictable books, magazines, cookbooks, etc.).
- Include **many** more **books** than there are children in the class, so that children can choose from a selection of books.
- **Provide cozy seating options** in a soft, inviting environment (pillows, bean bag chairs, child-sized rockers, stuffed animals, floor rug, etc.). Tape down the edges of rugs so children with motor delays can access the library without tripping or getting wheelchairs or walkers stuck.

#### The Classroom Library

- **Physically define the space** from other center areas and classroom spaces.
- **Make story props available** (flannel boards, puppets, stuffed animal story characters) for retelling stories.
- **Provide instructional technologies** such as a tape recorder with headphones for children to listen to tapes as they follow along in the book, or record their own story readings. Computers with book software may also be provided.
- **Refresh library books frequently** to keep up with children's expanding interests and abilities.

Refer to Handout #1,the Classroom Library, for additional information on this topic.

### **Phonological Awareness**



Involves understanding how the sounds of spoken language can be segmented, combined, and manipulated.

Is an auditory skill that **NEED NOT** involve print.

Is one strong predictor of children's later reading success.



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### **Phonological Awareness**



Phonological awareness is a crucial step towards understanding the <u>alphabetic principle</u>



the understanding that the sequence of letters in written words represents the sequence of sounds in spoken words.

Phonological Awareness appears in the Prekindergarten Curriculum Guidelines because of its importance to children's success as readers and writers.

Phonological awareness refers to children's understanding of the sounds of spoken language and how they can be segmented, combined, and manipulated.

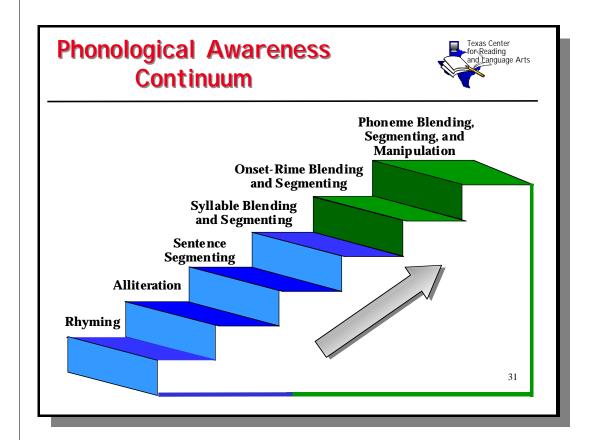
**It is an auditory skill that <u>NEED NOT</u> involve print**. Activities that promote phonological awareness can be done blindfolded!

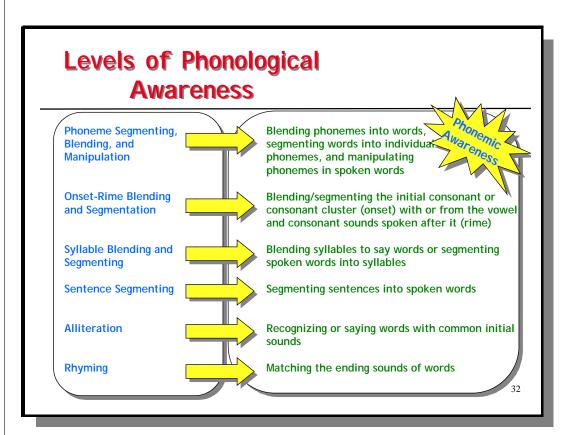
Phonological awareness has been identified as **one strong predictor of children's later reading success**. This is true for English as well as Spanish and other languages written in an alphabetic script.

Phonological awareness is a crucial step towards **children's understanding of the alphabetic principle**, that is,

the understanding that the sequence of letters in written words represents the sequence of sounds in spoken words.

This is a critical understanding for reading in both English and Spanish.





Phonological awareness includes skills ranging from less important to reading (e.g., **rhyming**) to more important to reading (e.g., **phoneme blending**, **segmenting**, and **manipulation**).

Point to and name each level <u>starting at the bottom with rhyming and alliteration</u>.

Phonological awareness for most prekindergartners focuses primarily on the levels that appear in blue: **rhyming, alliteration, sentence segmenting and syllable blending and segmenting**.

Let's define each level of the phonological awareness continuum:

**Rhyming** involves matching the ending sounds of words, such as may, day, pay, say, or (Spanish) rama, llama, cama

**Alliteration** is recognizing or saying words with common initial sounds ("lazy lions lounging in the local library" or "Lourdes la leona lamea la lima.").

**Sentence segmenting** involves breaking sentences into words.

**Syllable segmenting** is the breaking down of words into syllables, such as (English): /animal/ = /a//ni/ mal/; (Spanish) /pelota/ = /pe//lo//ta/.

**Onset rime blending and segmenting** is combining or separating the initial consonant or consonant cluster in a word (the onset) with or from the sounds that come after it. For example, divide a one syllable word (English):  $\frac{b}{at} = \frac{bat}{or}$ , or in Spanish  $\frac{d}{dy} = \frac{bat}{or}$ .

Note: Onset rime blending and segmenting may not be appropriate for the purposes of Spanish literacy, since one-syllable word families in Spanish are infrequent. However, children who are able to blend and segment onsets and rimes in their native language, be it Spanish or another alphabetic language, are likely to acquire this skill more readily in English later on.

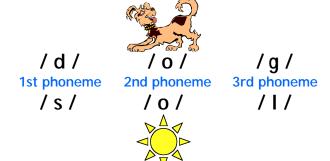
**Phoneme Blending, Segmenting, and Manipulation** is combining phonemes into words, breaking words into phonemes, and manipulating phonemes in words. For example, /c//a//t/ = /cat/. The Spanish word /pan/ can be segmented into /p//a//n/.

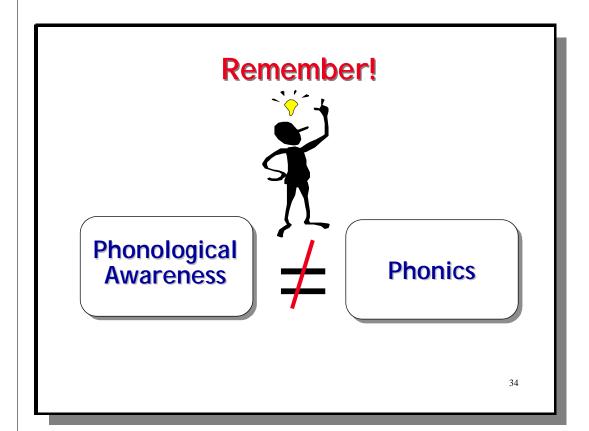
### **Phonemic Awareness**



## Focuses on the individual sounds (or phonemes) in spoken words

Phonemes are the smallest unit of sound in spoken words.





Phonemic awareness is the most sophisticated and the most important level of phonological awareness. It involves the blending, segmenting and manipulating **the individual sounds in spoken words, called phonemes.** 

**Phonemes are the smallest unit of sound in spoken words** that make one word distinguishable from another. (For example, /m/ makes the word /man/ distinguishable from /tan/.)

The terms phonemic awareness and phonological awareness are often used interchangeably. However, phonemic awareness represents the most complex level.

Let's look at the difference between phonological awareness and phonics.

**Phonological awareness** is the auditory recognition of the sounds of spoken language and how they can be combined, separated, and manipulated. It does not involve print.

**Phonics** is an instructional approach that focuses on how the sounds of spoken language are represented by letters and spellings. For example, the letter "m" represents the phoneme /m/. Phonics involves print.

Phonological awareness and phonics are two related but different aspects of an early literacy program. Phonological awareness provides the basis for understanding the alphabetic principle. It lays the foundation for the systematic instruction in letter-sound correspondences that children will receive in kindergarten and first grade.

Note: It is important to remember the difference between letter recognition and phonics. Letter recognition is the association between letter names and their shapes. Recognizing, naming, and producing the letters of the alphabet along with phonological awareness facilitate learning the alphabetic principle.

#### Phonological Awareness and the Prekindergarten Curriculum Guidelines



#### The child:

- Becomes sensitive to the sounds of spoken words
- Begins to identify rhymes and rhyming sounds in familiar words
- Participates in rhyming games, rhyming songs, and poems
- Begins to attend to the beginning sounds in familiar words
- · Begins to break words onto syllables
- Creates and invents words, substituting one sound for another

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## Phonological Awareness in Prekindergarten



Preschool children begin to develop phonological awareness through language play and exposure to:

- Poems, songs, and nursery rhymes
- Language awareness games
- Rhythmic activities
- Phonological games and activities structured by the teacher
- Patterned and other predictable texts



The Prekindergarten Curriculum Guidelines specify that **children will**:

- Become sensitive to the sounds of spoken words,
- Begin to identify rhymes and rhyming sounds in familiar words,
- Participate in rhyming games, rhyming songs, and poems,
- Begin to attend to the beginning sounds in familiar words,
- · Begin to break words onto syllables, and
- Create and invent words, substituting one sound for another.

Preschool children begin to develop phonological awareness through language play and exposure to:

- Poems, songs, nursery rhymes,
- Language awareness games,
- Rhythmic activities,
- Phonological games and activities structured by the teacher, and
- Patterned, predictable texts.

Language play and other phonological awareness activities may address more than one skill on the phonological awareness continuum.







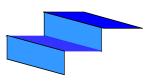
What kind of phonological awareness activity is this?

Goldilocks glues globs of glitter.





It's alliteration!



Activity

Handouts for Activity 4: Phonological Awareness Activity Cards Phonological Awareness in Prekindergarten Activity #4.

Note: There are two sets of phonological awareness activities in the Handout/ Activity section. Duplicate one set of the Phonological Awareness Activity Cards for each table. Tell participants that the Phonological Awareness Activity Cards are a shortened version of the handout, Phonological Awareness Activities, Handout #7. The Activity Cards address all of the skills within the phonological awareness continuum, including the more complex skills which may be too difficult for young children. The Activity Cards are used to teach the entire Phonological Awareness continuum to participants.

Let's look at some common prekindergarten activities and examine how they might promote different levels of phonological awareness.

These have been made into sets of cards for this activity.

Use the cards to work with your group to match each of the activity cards to one of the six levels of the phonological awareness continuum.

The cards can be organized in a staircase format like the continuum itself.

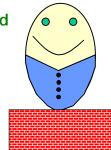
Note: Review participants' responses to this activity. Transparencies 37-42 will refer to their "answers" or responses.

## Phonological Awareness Continuum



## **Rhyming**

- Rhyming chants, songs, and fingerplays
- Nursery rhymes and other poems
- Stories with rhyming text
- Use of word deletions during repeated readings



Many well-loved prekindergarten activities lend themselves to developing children's rhyming skills through play. They include:

- Singing or reciting **rhyming chants, songs, and fingerplays.**Ask participants for examples of rhyming songs, chants, or fingerplays.
- Choral "reading" of nursery rhymes and other poems.
- Reading **stories with rhyming text**. *Ask participants for examples of stories with rhyming text*.
- **Use of word deletions during repeated readings** of rhyming stories and poems.

Demonstrate use of word deletions: "Three little kittens, lost their	
?" "I do not like green eggs and ham. I do not like them	_
,,	

Several of the cards used in the phonological awareness continuum focus on rhyming.

Ask participants to name the activity cards they placed at the level of Rhyming. Discussion may follow.

## Phonological Awareness Continuum



### **Alliteration**

- Recite poems, chants, nursery rhymes, and songs with repeating initial sounds
- Read alliterative texts
- · Group objects by beginning sounds
- · Play beginning sound name games
- Call attention to words with similar beginning sounds



To develop children's awareness of alliteration:

## • Recite poems, chants, nursery rhymes, and songs with repeating initial sounds

Ask participants for an example of alliteration (e.g., "trip, trap, trop" went the three Billy Goats Gruff; "peas porridge in the pot," "Peter, Peter, Pumpkin eater.")

#### Read alliterative texts

Ask participants for examples.

#### Group objects by beginning sounds

Suggest one letter of the alphabet and ask the participants to think of all the objects in their classroom that begin with that sound, for example the letter "B" (blocks, books, baby dolls, basket, boys, bears, bongos, bananas, bouncy balls) or the letter "M" in Spanish (mesas, muñecos, mariposas, marcadoras, mascaras).

#### Play beginning sound name games

Model an example, perhaps a tongue twister like Peter Piper picked a peck..., or a nursery rhyme with a repetitive beginning sound, such as Miss Mary Mack Mack Mack

#### Call attention to words with similar beginning sounds

Ask participants to follow the pattern in A My Name is Alice: "A my name is Alice and my husband's name is Alex. We come from Alaska and we sell ants."

Ask participants to name the phonological awareness continuum focus activity card(s) they placed at the level of Alliteration. Discussion may follow.

## Phonological Awareness Continuum



### **Sentence Segmenting**

- Select meaningful sentences from children's speech or favorite books
- Have children clap/count each word in a sentence
- Shuffle and reorder words in familiar sentences
- Make silly phrases by deleting words from sentences



To develop children's **sentence segmenting** skills:

- Select meaningful sentences from children's speech or favorite books.
- Have children clap/count each word in a sentence.
- Shuffle and reorder words in familiar sentences.
- Make silly sentences by deleting words from sentences.

At least one of the cards used for Activity #4 focuses on sentence segmenting.

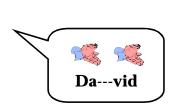
Ask participants to name the phonological awareness continuum activity cards they placed in the level of Sentence Segmenting. Discussion may follow.

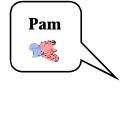
## Phonological Awareness Continuum

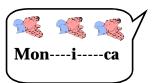


### **Syllable Segmenting**

 Have children clap or tap out the syllables of their names and other familiar words.







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## Phonological Awareness Continuum



### **Onsets and Rimes**

- Build children's repertoire of nursery rhymes
- · Sort words into families by rimes

(English) c...at, h...at, b...at

(Spanish) c...asa, p...asa, m...asa



To develop children's awareness of **syllables**:

Have children clap or tap out the syllables of children's names and other familiar words.

Several of the cards used for Activity #4 focus on syllable segmenting.

Ask participants to name the phonological awareness continuum activity cards they placed in the level of Syllable Segmenting. Discussion may follow.

To develop children's awareness of **onsets and rimes**:

- Build children's repertoire of nursery rhymes
- Sort words into families by rimes (English) c...at, h...at, b...at (Spanish) c...asa, p...asa, m...asa

Ask participants to name the phonological awareness continuum activity card they placed in the level of onset and rimes. Discussion may follow.

Note: Prekindergarten children are NOT expected to learn onset and rime.

## Phonological Awareness Continuum



## **Phoneme Segmenting, Blending, and Manipulation**

Sing songs that involve phoneme replacement,
 e.g., "Apples and Bananas," "The Name Game,"
 "Mappy Mirthday Moo Moo!"



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## Letter Knowledge and Early Word Recognition



Knowledge of the alphabet is an essential component of learning to read and write:

- Recognizing and naming letters out of ABC order,
- Knowing the associated letter sounds.



Children will eventually use the sound/letter connections to identify printed words.

#### To develop phonemic awareness:

• Sing songs that involve phoneme replacement, e.g. "Apples and Bananas," "The Name Game," "Mappy Mirthday Moo Moo"

Note: Prekindergarten children are not expected to learn to manipulate sounds at the phoneme level.

You may lead participants in one or more of the above songs. See the Starting Out Right reprints, pages 47 and 48, for more examples.

Refer participants to comprehensive set of phonological awareness activities included in the handout section.

Just as there are differences in the literacy-related experiences that children bring to the classroom, there are also differences in children's knowledge of letters and ability to recognize words.

Knowledge of the alphabet is an essential component of learning to read and write. It involves:

- the ability to recognize and name letters out of ABC order and
- knowing the associated letter sounds.

In prekindergarten classrooms, children begin to recognize letters and may begin to identify some letter sounds.

Children will eventually use sound/letter connections to identify printed words.

#### Letter Knowledge and the Prekindergarten Curriculum Guidelines



#### **Children:**

- **a** Associate the names of letters with their shapes
- Identify 10 or more printed alphabet letters
- Notice beginning letters in familiar words
- Make some letter-sound matches
- Begin to identify some high-frequency words

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### Letter Recognition



Aa

Bb

Сс

Dd

Ee

Ff

Letter recognition involves the ability to associate letter names with their shapes.

It also includes identifying upper and lowercase letters of the alphabet.

Letter recognition facilitates understanding the alphabetic principle.

Children acquire letter knowledge as they explore the alphabet and other symbol systems. According to the Prekindergarten Curriculum Guidelines, letter knowledge includes the following skills or understandings:

#### **Children:**

- associate the names of letters with their shapes,
- identify 10 or more printed alphabet letters,
- notice beginning letters in familiar words,
- make some letter-sound matches, and
- begin to identify some high-frequency words.

The first area we will discuss is **letter recognition**.

# Letter recognition involves the association between letter names and their shapes.

For native English speakers, the ability to rapidly and automatically name letters in kindergarten is predictive of future reading achievement.

It also includes identifying and distinguishing upper and lowercase letters of the alphabet.

As children learn letter names, they may also begin to connect letters with sounds.

**Letter recognition** along with phonological awareness **facilitates understanding the alphabetic principle** - the understanding that there is a systematic relationship between letters and their sounds.

## **Letter Recognition Materials**



- Alphabet books (homemade or commercial) • Letter walls
- Alphabet lotto
- Alphabet mats
- Blocks
- Board games
- Charts

- Letter cards
- Matching games
- Magnetic letters
- Puzzles
- Other manipulatives that include letters



Sometimes minor accommodations in classroom materials result in major benefits for children with special needs.

## **Teacher-Supported Learning**



Children learn related mr QRSACA AL Children learn to use alphabet related materials with teacher guidance in small group settings, centers, and whole group activities.



To help children recognize letters by name, teachers can provide opportunities for children to work with the alphabet in different formats, such as: (read from the list on the overhead transparency or have participants call out ideas to the presenter).

Many teacher made materials can also support children's learning of letter names.

Provide alphabets and other letter recognition materials in children's home languages when possible. Many Spanish-language materials are available commercially.

Sometimes minor accommodations in classroom materials result in major benefits for children with special needs.

Ask the participants to share a few ideas (either as a small group at their tables or in large group discussion) about modifications for children with special needs.

Examples may include discussion of adaptations for children with visual impairments, autism, physical disabilities, or other handicapping conditions.

#### For example:

high contrast materials with large print, switch-activated cassette tapes with the ABC song, and alphabet books with sign language in the library.

Children learn to use alphabet-related materials <u>with teacher guidance</u> in small group settings, centers, and whole group activities.

## **Letter Recognition Activities**



## To teach letter knowledge:

- Children use alphabet-related materials in small group settings
- Sing alphabet songs and play alphabet games
- · Develop and share alphabet books

Letter Wall

ABCDEFG

HIJKLMN

OPQRSTU

VWXYZ

- Draw attention to letters in children's names
- Talk about letters by name and by sound
- Compare letter shapes using a variety of activities
- Build letter walls

#### Handout on Letter Walls

#### To teach letter knowledge:

- children use alphabet-related materials in small group settings,
- sing alphabet songs,
- **develop and share alphabet books** and invite children to name each letter and the picture on the page that goes with it,
- draw attention to letters in children's names,
- talk about letters by name and sound,
- involve children in comparing letter shapes using a variety of activities (Body alphabets—children as they work together to make their bodies form a letter of the alphabet, sky-writing, play-dough letters, and writing in shaving cream or salt are some examples), and
- build letter walls.

See the Handout on Letter Walls for information on ways to use Letter Walls in the prekindergarten classroom.

#### **Letter-Sound Associations**



- Letter names are often learned before letter sounds.
- Many children begin to make letter-sound matches when they are given opportunities to hear and play with language and learn letter names.



"Marco,
Marisa, and
Mabel all
start with
the sound
this letter
makes!"

 Teachers begin to link sounds to letters as they read alphabet books, rhyming and repetitive books, and other children's literature.

**Letter names are often learned before letter sounds**. In English, children find it easier to learn the sound for a particular letter if they already have a label or name for it.

Many letter names provide children with clues to their corresponding sounds. For example, when you say the letter name "m", you can hear the /m/ sound in the name.

This may not be true for children who will learn to read initially in Spanish. Many children are initially taught to read in Spanish by learning to associate letters only with their corresponding sounds, not their names.

Bilingual teachers should keep in mind, however, that the Tejas LEE Spanish Reading Inventory for Kindergarten does ask children to identify letter names as well as letter sounds.

While four-year-olds may begin to make some letter-sound matches as they learn to identify letters by name, mastery of this skill is not an expectation for prekindergarten.

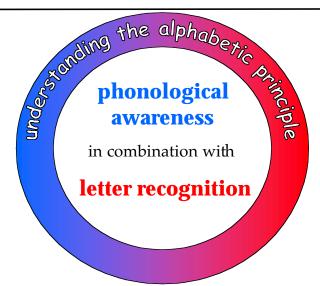
Many children will begin to make sound-letter matches when they are given adequate opportunities to hear and play with language and learn letter names.

In addition, teachers can link sounds to letters as they read alphabet books, rhyming and repetitive books, and other children's literature.

Example: Have children line up if their name begins with the sound /m/ (as teacher holds up a printed "M").

## **Alphabetic Principle**





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# Introduction to Written Expression



All preschool children can write, though some may need special support in order to do so.



They may use drawings, scribbles, letter-like shapes, or conventional letters to write.



Adaptations for writing utensils and writing surfaces may be necessary for some children.

Phonological awareness in combination with letter recognition results in the understanding of the alphabetic principle, the systematic relationship between individual letters or letter combinations and phonemic segments of spoken words.

By consistently using strategies to develop letter knowledge, teachers help children develop concepts that lead to future reading skills.

A packet of activities designed to reinforce early word identification using children's names is included in the handouts/activities section. Take a few minutes to familiarize yourself with these materials.

Note: Trainers may wish to assign participants at each table one lesson per person. Participants can read through their assigned lesson and then brief other members of their group on the lesson content.

(IRA-NAEYC, 1998)

All preschool children can write, though some may need special support in order to do so. They may express their thoughts in a variety of written forms.

They may use drawings, scribbles, letter-like shapes, or conventional letters.

When teachers accept and value many different forms of writing, young children will be encouraged to use writing as a way to communicate their thoughts and ideas.

Adaptations for writing utensils and writing surfaces may be necessary for some children. Often, simple adaptations can make a big difference!

See Handout #5, Building Motor Skills for Writing for more ideas on how to modify activities for children with limitations in motor skill development.

# Introduction to Written **Expression**



Through early writing experiences and teacher guidance, young children begin to understand the forms, features, and functions of written language.

Young children also learn as they observe adults model the writing process.

With guidance and practice, children's writing more closely approximates conventional writing.



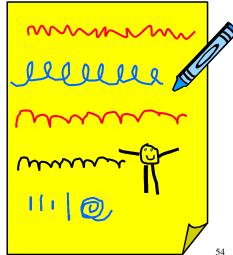
# Stages of Writing **Development**







- During the scribbling stage, children learn to distinguish writing from drawing.
- Children try to reproduce letters and words through scribbles.



# Through early writing experiences and teacher guidance, young children begin to understand the forms, features, and functions of written language.

Children learn about print and written expression in rooms that contain books, magazines, newspapers, charts for directions, labels and names on desks, bins, walls, centers, bulletin boards, drawings, and other kinds of writing.

# Young children also learn as they observe adults model the writing process.

As a result of these experiences, preschool-aged children generate hypotheses about how written language works and begin to explore the uses of writing for themselves.

# With guidance and practice, children's writing more closely approximates conventional writing.

As children learn to write letters and words conventionally, we hold them responsible for conventional use of what they know.

Several stages of writing development have been identified in young children.

These writing stages are not always consistent.

As children write, they may alternate from one stage to another, skip stages altogether, or incorporate several stages at once.

Many prekindergarten children use **drawing** to express their thoughts or feelings on paper.

Drawing is followed by or sometimes accompanied by **scribbling**.

- During the scribbling stage, children learn to distinguish writing from drawing.
- **Children** begin to realize the nature of print and **try to reproduce letters and words** through scribbles.

# Stages of Writing Development (contd.)



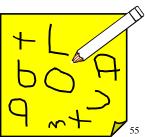


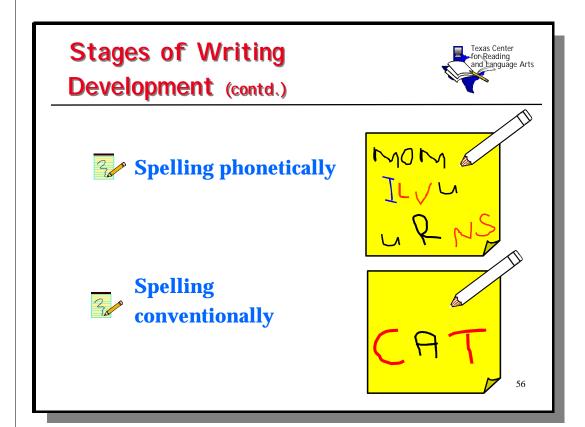
**Producing letter-like** forms





Writing letter sequences or strings





Children may then begin to produce **letter-like forms** that show some similarity to letters.

As children learn the names and shapes of letters, they begin to reproduce **letter sequences or strings**, though these may not be conventional in nature.

Letters from children's names often begin to appear throughout their writing.

Eventually, children begin to **spell phonetically**.

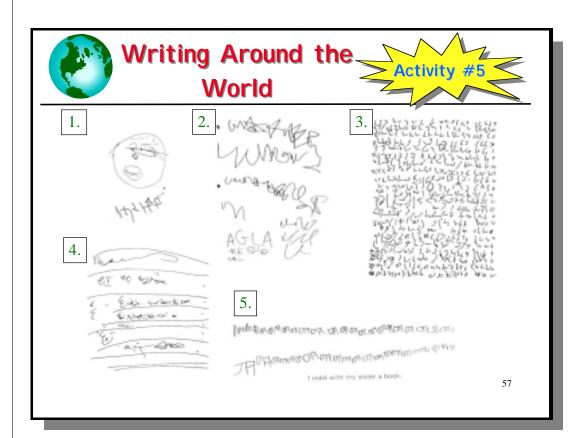
Phonetic spelling is often referred to as "invented spelling."

Often the first letter of words appears at this stage.

Phonetic spelling is one of the many different terms used for beginning spelling (e.g., temporary spelling, invented spelling, emergent spelling).

As children begin to respond in writing and share their writing with others, they apply many of the print conventions that they see in the writings of their teachers and in other printed material.

Finally, their spellings begin to resemble **conventional** forms so what they write can be read and understood by others.



# Written Expression and the **Prekindergarten Curriculum Guidelines**



#### **Child accomplishments:**

- Attempts to write messages
- Uses known letters and approximations of letters
- Attempts to connect the sounds in a word with their letter forms

#### Materials needed: Refer to the Handout for Activity #5

Children from all over the world who come from literate cultures go through similar stages of writing development.

Work with a partner or group to identify the language source (not the country) for each of the writing samples on your handout.

Each was written by a 4-year-old from a different part of the world.

#### Answer Key:

- 1. Chinese
- 2. English
- 3. Hebrew
- 4. Arabic
- 5. Punjabi (related to Hindi)

The Prekindergarten Curriculum Guidelines identify the following **accomplishments** in the area of early writing:

#### The child:

- attempts to write messages as part of playful activity
- **uses known letters and approximations of letters** to represent written language [especially meaningful words like his/her name and phrases such as "I love you" or "te quiero" (Spanish)]
- attempts to **connect the sounds in a word with their letter** forms.

## Written Expression and the





#### **Child accomplishments:**

- Understands that writing is used to communicate ideas and information
- Uses a variety of forms of writing
- Dictates words, phrases, and sentences to an adult

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# Instructional Strategies: Writing Development



#### To move towards these accomplishments, children need:

- Activities that develop their alphabet knowledge and print concepts
- Experiences that help them understand the purposes for which writing is used
- Activities that develop the motor skills necessary for writing

# #59: Written Expression and the Prekindergarten Curriculum Guidelines (contd.)

# #60: Instructional Strategies Writing Development

The Prekindergarten Curriculum Guidelines identify the following **accomplishments** in the area of early writing:

#### The child:

- understands that writing is used to communicate ideas and information
- attempts to use a variety of forms of writing (e.g., lists, messages, stories)
- begins to **dictate words**, **phrases**, **and sentences to an adult** recording on paper (e.g., letter writing, story writing).

#### To move children towards these accomplishments, children need:

- activities that develop their alphabet knowledge and print concepts to understand how language is represented in printed form
- experiences that help them understand the many purposes for which writing is used to communicate meaning
- activities that develop the motor skills necessary for writing.

Teachers must provide opportunities and support for children's writing. To emphasize the importance of meaning, teachers should ask children to talk about what they have written.

(Morrow, 1997)

# Instructional Strategies: Writing Development



To move towards these accomplishments, children need:

- Opportunities and support for writing
- Encouragement to use recently learned letters in their work
- Opportunities to talk about what they have written

Writing activities should occur daily.

When **teachers provide opportunities and support for children's writing**, they enhance children's print and phonological awareness, as well as their knowledge of letter-sound correspondences.

Once children learn to form letters, they should be encouraged to use these letters in their work.

The more opportunities children have to write, the greater the likelihood that they will learn to reproduce the sounds and spellings of words they have heard and seen.

Names are often the first words that prekindergarten children learn to write conventionally.

To emphasize the importance of meaning, teachers should ask children to talk about what they have written.

(Morrow, 1997)

## **Shared Writing**



A collaborative process in which both teacher and children take part in composing and reading a piece of writing.

# **Shared writing activities** may include:

- Daily news
- Responses to literature
- Message boards
- Computer use
- Projects such as writing greeting cards, lists, letters, and recipes

Writing activities can be conducted in any grouping format: whole group; small, collaborative groups; or individuals.

**Shared writing** is one strategy that teachers often use. It is a collaborative process in which both teachers and children take part in orally composing, recording, and reading a piece of writing.

It is this collaboration that defines shared writing. For example, children may use knowledge of their own names to write words from stories they have read. Brad may know how to represent the first sound in the word "bear." Children may tell the teacher what letter to write or write it themselves.

A shared writing piece can be a combination of teacher and student handwriting.

#### **Shared Writing**

Many activities can be the basis for shared writing, including:

- daily news,
- **responses to literature**, such as writing a letter to a book character,
- responses to shared school experiences such as field trips, classroom projects, or unexpected events,
- message boards,
- **computer** use, and
- projects such as writing greeting cards, lists, recipes, and letters.

Children can also write about personal experiences, literature they've had read to them, or topics of study.

(IRA/NAEYC, 1998; Snow, Burns, and Griffin, 1998)

# **Taking Dictation**



When teachers take dictation, they write the children's words.

#### Children can dictate to:

- Label pictures
- Tell stories
- Share daily news
- Respond to stories and information books
- Describe a shared school experience
- Write a letter to a classroom visitor

Materials: Handout #4 Taking Dictation and Reprint: Prekindergarten Curriculum Guidelines

Another strategy for capturing children's spoken words is taking children's dictation. **When teachers take dictation, they write down the children's words.** 

Dictation activities allow teachers to model the writing process as they provide a concrete demonstration of many print concepts, examples of words, their spellings, and the conventions of written language in use, and a demonstration of how talk can be "captured" and written down.

As children draw and write independently, they often ask adults to "write their words," to make signs, or to provide a model for copying.

Children can dictate to: label pictures, tell stories, share daily news, respond to stories and information books (what happens after the book is finished?), describe a shared school experience, or write a letter to a classroom visitor.

The dictation process allows children to compose at a higher level than if they were writing on their own.

Shared writing activities can be conducted with groups of children or with individuals, depending on the activity focus.

A shared experience works well for group processing, while a personal experience lends itself to one-on-one dictation.

Simulate a shared writing activity using the writing guidelines as a reference (reprint section: Prekindergarten Curriculum Guidelines).





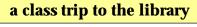
What does shared writing look like in <u>your</u> prekindergarten classroom?

How do we take dictation from our students?

Simulate either a shared writing or dictation activity:



making cinnamon toast



a Three Bears sequel







Handout #4, Taking Dictation

Reprint: Shared Writing by Gunning

Reprint: Prekindergarten Curriculum Guidelines

Materials: Chart tablet, drawing paper, and markers for each table

**Simulate either a shared writing or dictation activity** with other members of your group based on:

- · a Three Bears sequel
- a class trip to the library
- making cinnamon toast

One of you will assume the role of teacher in order to take dictation from or compose with your students.

At the end of the simulation, each group will share a "snapshot" of their activity, including tips and insights learned from this experience, for the entire group.

(Gunning, 1998)

# **The Writing Center**



The writing center is a central part of the classroom AND ...



... ALL centers include writing materials.

The writing center is a central part of the classroom, accessible from all other centers.

Keep in mind, however, that **all centers include writing materials**. When children NEED to write, the materials should be close by.

For example, in the dramatic play center, children need scratch paper for shopping lists, telephone messages, appointments, orders, or letter writing.

In the block center, they need clipboards with business forms, deliveries / orders, and signs.

In the library center, they need paper for writing the names of books they have read, or drawing stories they liked. They might play librarian and need a way to check out books to their friends.

# Materials List for the **Writing Center**



Make a variety of writing and drawing materials readily accessible, and change them frequently to keep the interest level high.

- paper
- shaving cream
- pencils
- salt traysfinger-paint crayons

markers • grease pencils

- Etchasketch
- Wikki stix
- dry erase boards
   rubber stamps
- staplers
  tape
  sand trays
  chalk

   stencils
   Magnadoodles
   typewriter
   tracing paper
   construction paper
   sticky notes computer labels

clipboards

chart tablets

- · receipt books

Allow the children to experiment!

# Make a variety of writing and drawing materials readily accessible, and change them frequently to keep the interest level high.

The Writing Center offers activities for the entire range of students in the class, from the inexperienced writer who is just beginning to scribble, to the expert who can write all the names in the class.

The well-equipped Writing Center challenges and supports everyone.

Materials may include: (read randomly from the list on the transparency). Ask participants to call out additional ideas to presenter.

Provide a large cafeteria-style tray to keep the materials confined and to make clean-up easy.

Introduce children to materials and their proper uses during small group instruction.

#### Allow the children to experiment!

Start with designs and shapes. As the year progresses, encourage children to copy or write letters, names, and words.

Refer to Handout #6, The Writing Center, for a list of suggested materials for the Writing Center.

(Darrington & Diefendorff, 1994)

# **Progress Monitoring**





#### **Assess Progress**

- Document children's knowledge of print concepts, letters, letter-sound correspondences, and written expression
- Observe writing
- Collect writing samples
- Use this information to plan instruction for each child

The teacher's knowledge of the many different forms of writing children use is most helpful in **assessing progress** and **making instructional decisions**.

In the process of constructing understandings of print, the child looks to the "expert adult" to provide direction, feedback, and support.

Teachers should regularly **document children's knowledge of print concepts, letters, letter-sound correspondences, and written expression**.

**Observing** children when they participate in early literacy activities provides insight into children's overall literacy development.

**Collections** of children's written work help teachers, parents, and children see growth and development as it occurs during the school year.

Use this information to plan instruction for each child.

(Neuman and Roskos, 1993)

# **Applying the Guidelines To Classroom Practice**



Choose a Children's Book or a Topic of Study

Plan a series of activities based on that book or topic that build children's early literacy skills

Address these areas of the

Prekindergarten

Curriculum Guidelines:

- Print and Book Awareness
- Phonological Awareness
- Letter Knowledge and Early Word Recognition
- Written Expression

Work with the people at your table to develop a plan for implementing some of the ideas we have discussed in this session.

With your group, choose a children's book or a topic of study. Plan a series of activities based on the book or topic that will build children's early literacy skills.

Address these areas of the Prekindergarten Curriculum Guidelines: Print and Book Awareness, Phonological Awareness, Letter Knowledge and Early Word Recognition, and Written Expression.

Here is an example of what the participants might plan:

To develop **Print and Book Awareness**, we will read a Big Book version of the story, highlighting left to right directionality and the concept of "word."

To develop **Phonological Awareness**, we will select favorite words from the story and syllable clap for each of them.

To develop **Letter and Word Knowledge**, we will add key words from the story to our Letter Wall.

To address **Written Expression**, we will ask the children to compose a group dictation of a sequel to the story.

# **Revisiting Early Literacy**





What are three ideas to promote early literacy development that you plan to use as soon as you get back to your classroom?

Record your ideas on the Revisiting the Prekindergarten Curriculum Guidelines: Partner Share.

Discuss your ideas with a partner. Write down your partner's ideas.





Materials: Handout for Activity #8: Revisiting the Prekindergarten Curriculum Guidelines - Partner Share.

Participants are asked to reflect upon the knowledge and skills they feel were most enhanced by attending this workshop.

Ask them to consider and then record the three ideas they plan to use upon returning to the classroom.

They record these ideas on the Handout for Activity #8: Revisiting the Prekindergarten Curriculum Guidelines: Partner Share.

Ask participants to find a partner and discuss their ideas, recording their partner's ideas on the same sheet.

If time allows, ask the participants to find new partners with whom to share their list of great ideas.

## Transparencies

### **Early Literacy**

## Prekindergarten Curriculum Guidelines



- ✓ Articulate what 3- and 4-year olds should know and be able to do
- ✓ Provide a means to align prekindergarten programs with the TEKS curriculum
- Serve as a resource to assist educators with instructional planning; to be used on a voluntary basis

## Prekindergarten Curriculum Guidelines for Language and Early Literacy

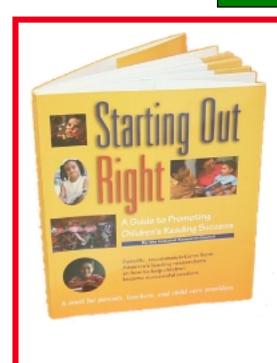


- 1. Listening comprehension
- 2. Speech production and speech discrimination
- 3. Vocabulary
- 4. Verbal expression
- 5. Phonological awareness
- 6. Print and book awareness
- 7. Letter knowledge and early word recognition
- 8. Motivation to read
- 9. Developing knowledge of literary forms
- 10. Written expression

## Prekindergarten Curriculum Guidelines for Language and Early Literacy



#### **Primary Source Materials**



#### Learning to Read and Write: Developmentally Appropriate Practices for Young Children

A joint position statement of the International Reading Association and the National Association for the Education of Young Children

Adopted May 1998

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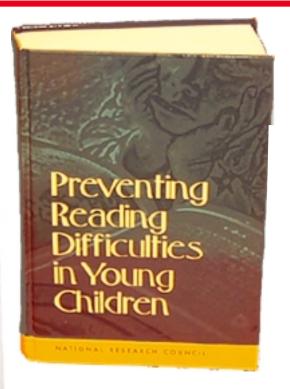
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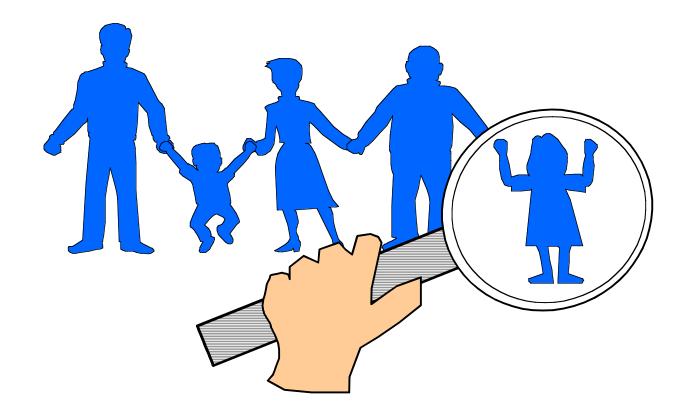
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#### **Early Literacy Development**



#### **Looking Closer**



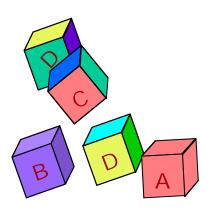
#### **Early Literacy Development**

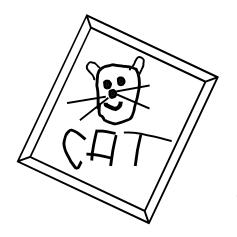


## The Prekindergarten Curriculum Guidelines address these four areas:

- Print and Book Awareness
- Phonological Awareness
- Letter Knowledge and Early Word Recognition
- Written Expression







## Early Literacy Development: Overview



 $\bigcirc$ 

**Key concepts** 

Prekindergarten Curriculum Guidelines

Instructional Practices

**Progress Monitoring** 

#### Specifically, you will learn:

- Practices to create a printrich environment
- Ways to build book and print awareness with big books
- How to enhance children's phonological awareness skills
- Activities that build letter recognition and letter-sound knowledge
- Ideas to promote children's writing development

# Getting to Know the Prekindergarten Curriculum Guidelines: Self Assessment



#### Assess your own knowledge!

Print and Book
Awareness
Phonological
Awareness
Letter Knowledge

Recognition
Written Expression

and Early Word

Handout for Activity #1 Getting to Know the Prekindergarten Guidelines: Self-Assessment **EARLY LITERACY AREAS Examples of My Instructional Activities**  Accomplishments 1. PRINT AND BOOK AWARENESS begins to understand that print runs from left to right and top to begins to understand some basic print conventions 2. PHONOLOGICAL AWARENESS begins to identify rhymes and rhyming words begins to attend to beginning sounds in words begins to break words into syllables or claps along with each • accomplishments 3. LETTER KNOWLEDGE AND EARLY WORD RECOGNITION begins to associate letter names with their shapes example: "begins to begins to notice beginning letters in familiar words understand that 4. WRITTEN EXPRESSION attempts to write messages as part of playful activity uses letters and approximations of letters to represent written print runs from left attempts to connect the sounds in a word with its letter form begins to dictate words, phrases, and sentences to an adulto right and top to bottom"

#### **Early Literacy Development**



Goldilocks and

 The preschool years are a period of developmental learning about print and how to go about reading and writing it.

 Young children are not just getting ready to learn to read: they are LEARNING TO READ.

#### **Early Literacy Development**



## Children enter prekindergarten with different literacy-related experiences and abilities.



# Fostering Early Literacy Development



Prekindergarten children need developmentally appropriate experiences and instruction to support literacy learning. These include:



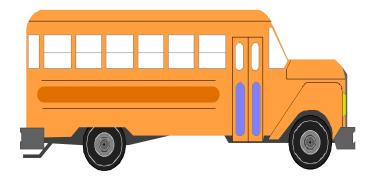
- Positive relationships with adults who model reading and writing behavior
- Print rich environments
- Listening to the daily read aloud of high quality books

# Fostering Early Literacy Development (contd.)



- Opportunities to talk about what is read
- Experiences that develop phonological awareness
- Opportunities to engage in play that incorporates written language and writing tools
- Firsthand experiences that expand vocabulary

We're on the Road to Reading!



#### Introduction to **Print and Book Awareness**

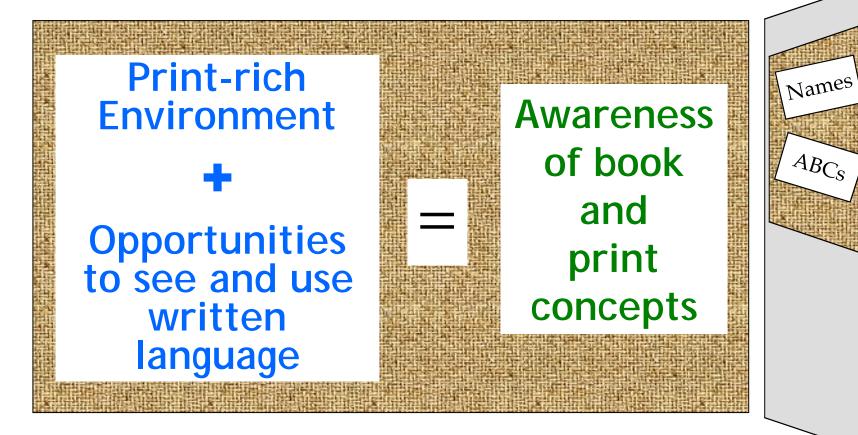


 $ABC_S$ 

Colors

A central goal of prekindergarten is to enhance children's

knowledge of concepts about print.



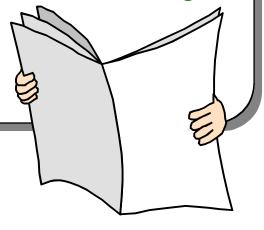
#### **Functions of Print**



Children learn that literacy is a valuable tool and that people use reading and writing for many purposes, such as:



- Obtaining information and knowledge
- Communicating information and knowledge
- Entertaining themselves
- Solving problems



#### Functions of Print (contd.)

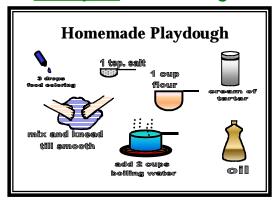


#### Children come to understand that different text forms are used for different functions.

**Lists**: grocery shopping



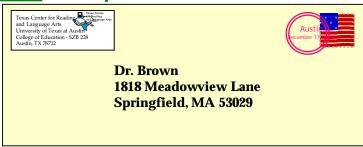
Recipes: cooking



Newspapers: transmitting information on



**Letters:** interpersonal communication



## **Book Concepts and the Prekindergarten Curriculum Guidelines**



- Knowledge that a book is for reading
- Location of the front, back, top, and bottom of a book
- Where to begin reading
- Books have a title and an author
- Illustrations carry meaning (but cannot be read)
- How to handle books



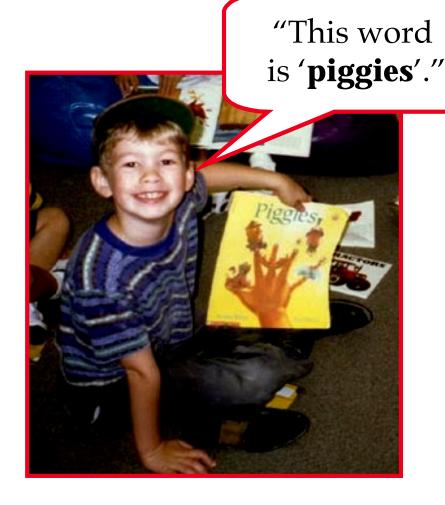
#### **Print Concepts and the**

#### Prekindergarten Curriculum Guidelines



#### **Children learn that:**

- Oral language can be written down and then read
- Print carries meaning
- Writing is different from other graphic symbols such as numbers



#### **Print Concepts and the**





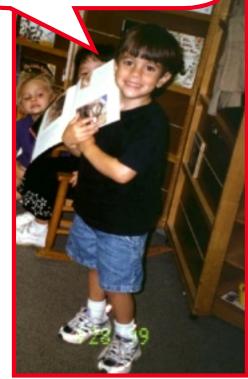
As they come to recognize some of the common features of print, children learn that:

 Printed text contains letters, words, and sentences

 Reading progresses from left to right and top to bottom

There are spaces between words

"I'll read you my book!"



# splayed at children's eye level

#### **Print-Rich Environment**



- Labels
- Children's names on tubs and folders
- Lists
- Names of topics
- Charts; morning news
- Written schedules
- Homemade books
- Newspaper clippings
- Displays of songs, chants, nursery rhymes, and poems
- Directions for activities
- Message boards
- Information in centers













Is the first type of print that many children learn to recognize.

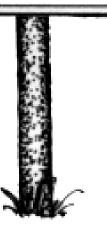
Introduces children to the relationship between print and meaning.











Environmental Print Big Book



Note: For some children with visual impairments, the larger text used in the Big Book format is helpful.

# Instruction for Book and Print Awareness



#### **Children:**

 Engage in shared reading and writing activities with adults



- Receive adult support for reading and writing efforts
- Handle and select books independently from the classroom library
- Use printed materials in play
- Pretend-read

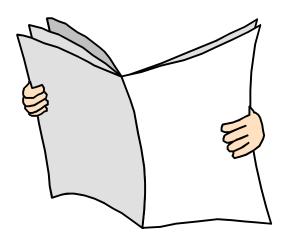


Include appropriate support for children with special needs so that they can interact with books and printed materials as independently as possible.



Big Books can be used when reading to groups of children to point out features of books and printed text.

The repetitive or predictable structure of many Big Books provides children with clues as to what the text says.





Repetitive or predictable books can be helpful for children who need multiple repetitions to learn new information.



#### **Types of Predictable Books**

Pattern Books	examples	
<b>Cumulative Books</b>	examples	
<b>Familiar Song Books</b>	examples	



- Read the book title and author
- Run a finger along the text from time to time
- Point out particular words to reinforce the concept of "word"
- Draw attention to specific letters, punctuation, and other common features of text



#### **REMEMBER!**

New books should first be read aloud for comprehension and meaning!



<b>Before Reading:</b>	
_	
<b>During Reading:</b>	
After Reading	



What are some ways to support children with special needs during read alouds with Big Books?



<b>Before Reading:</b>	
<b>During Reading:</b>	
After Reading:	



What are some ways to support children with special needs during read alouds with Big Books?

# Independent Selection of Books: The Classroom Library

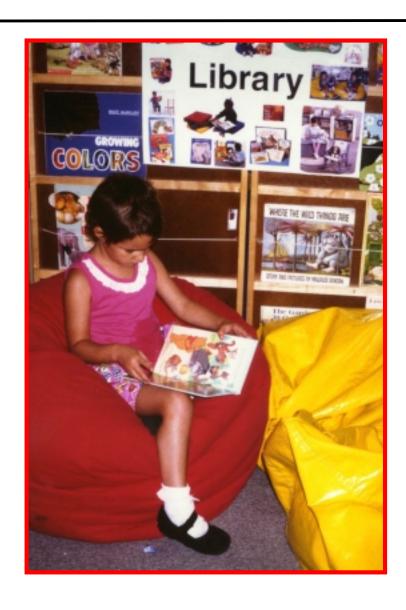


Children need opportunities to practice what they've learned about print with their peers and independently.



#### The Classroom Library





- Display books so children can see and reach them
- Include a variety of books and other print materials
- Provide many books so children can make choices
- Provide cozy seating options
- Physically define the library space
- Have story props available
- Provide media and technology equipment
- Refresh library books frequently

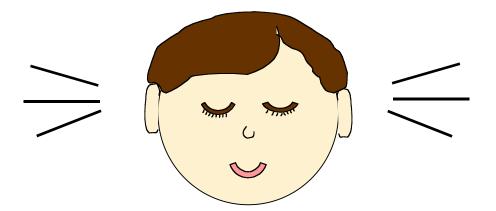
#### Phonological Awareness



Involves understanding how the sounds of spoken language can be segmented, combined, and manipulated.

Is an auditory skill that **NEED NOT** involve print.

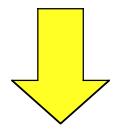
Is one strong predictor of children's later reading success.



#### Phonological Awareness



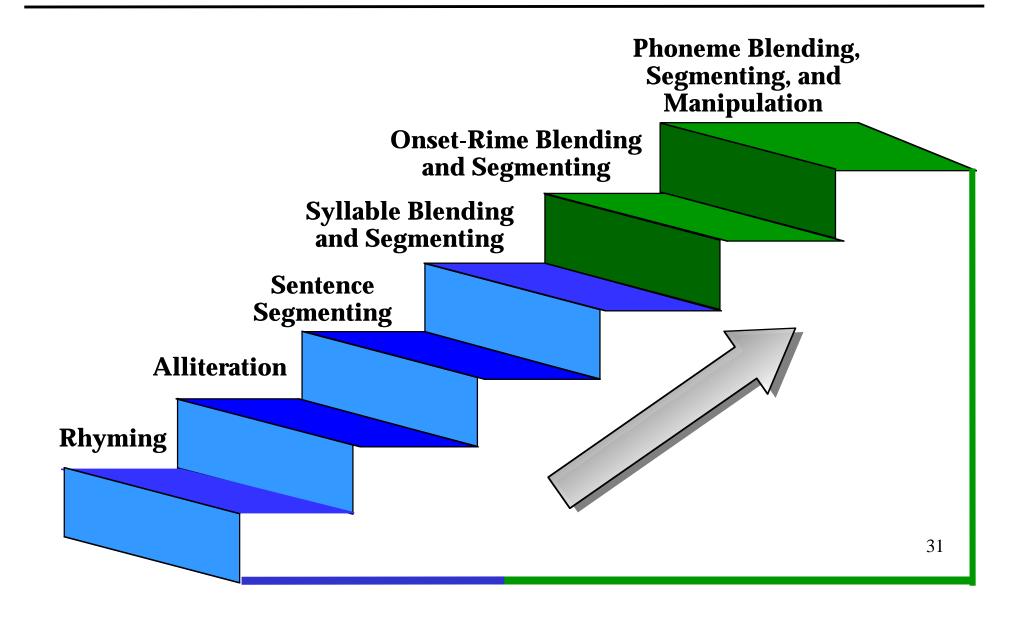
## Phonological awareness is a crucial step towards understanding the <u>alphabetic principle</u>



the understanding that the sequence of letters in written words represents the sequence of sounds in spoken words.

#### Phonological Awareness Continuum





## Levels of Phonological Awareness

Phoneme Segmenting, Blending, and Manipulation

Onset-Rime Blending and Segmentation

Syllable Blending and Segmenting

**Sentence Segmenting** 

**Alliteration** 

**Rhyming** 

Blending phonemes into words, segmenting words into individua phonemes, and manipulating phonemes in spoken words

Blending/segmenting the initial consonant or consonant cluster (onset) with or from the vowel and consonant sounds spoken after it (rime)

Blending syllables to say words or segmenting spoken words into syllables

Segmenting sentences into spoken words

Recognizing or saying words with common initial sounds

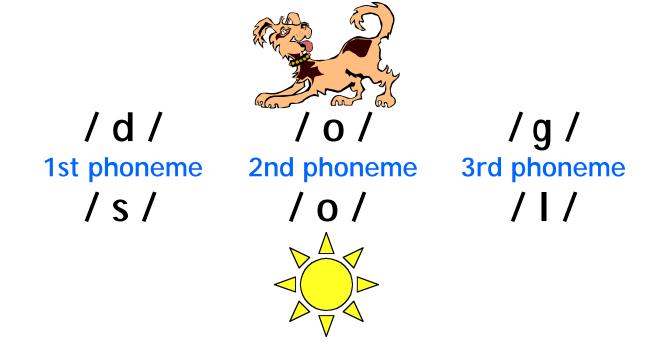
Matching the ending sounds of words

#### **Phonemic Awareness**



## Focuses on the individual sounds (or phonemes) in spoken words

Phonemes are the smallest unit of sound in spoken words.



### Remember!



Phonological Awareness

Phonics

### Phonological Awareness and the

#### Prekindergarten Curriculum Guidelines



#### The child:

- Becomes sensitive to the sounds of spoken words
- Begins to identify rhymes and rhyming sounds in familiar words
- Participates in rhyming games, rhyming songs, and poems
- Begins to attend to the beginning sounds in familiar words
- Begins to break words onto syllables
- Creates and invents words, substituting one sound for another

### Phonological Awareness in Prekindergarten



Preschool children begin to develop phonological awareness through language play and exposure to:

- Poems, songs, and nursery rhymes
- Language awareness games
- Rhythmic activities
- Phonological games and activities structured by the teacher
- Patterned and other predictable texts



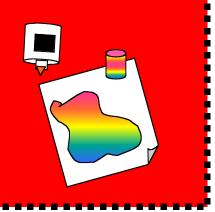
## Phonological Awareness in Prekindergarten





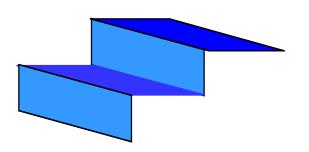
What kind of phonological awareness activity is this?

Goldilocks glues globs of glitter.





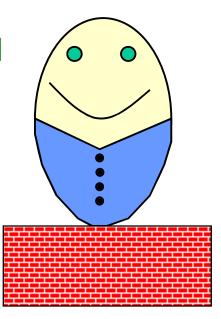
It's alliteration!





### Rhyming

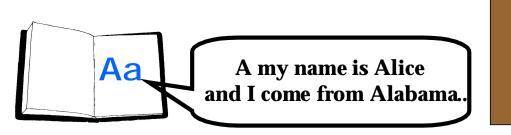
- Rhyming chants, songs, and fingerplays
- Nursery rhymes and other poems
- Stories with rhyming text
- Use of word deletions during repeated readings





#### **Alliteration**

- Recite poems, chants, nursery rhymes, and songs with repeating initial sounds
- Read alliterative texts
- Group objects by beginning sounds
- Play beginning sound name games
- Call attention to words with similar beginning sounds

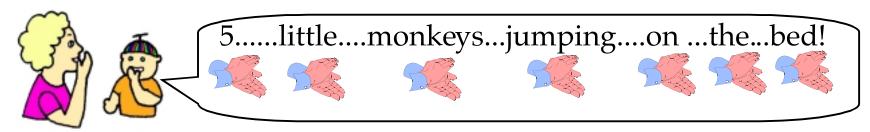


Trap, Tio



#### **Sentence Segmenting**

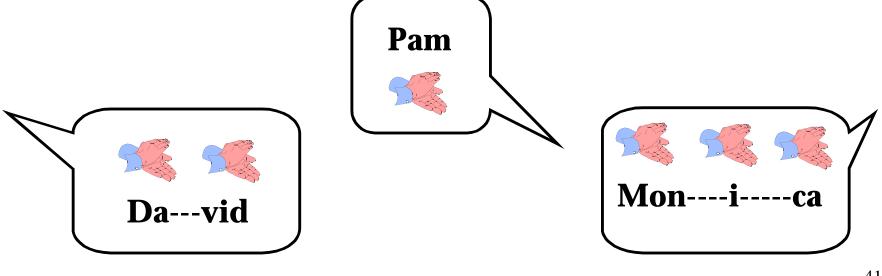
- Select meaningful sentences from children's speech or favorite books
- Have children clap/count each word in a sentence
- Shuffle and reorder words in familiar sentences
- Make silly phrases by deleting words from sentences





### **Syllable Segmenting**

• Have children clap or tap out the syllables of their names and other familiar words.





#### **Onsets and Rimes**

- Build children's repertoire of nursery rhymes
- Sort words into families by rimes

(English) c...at, h...at, b...at

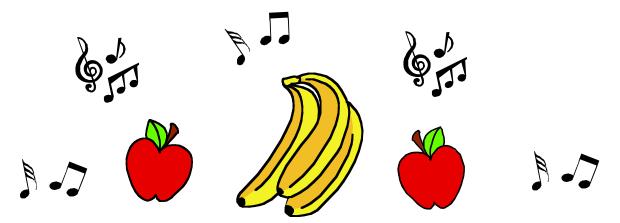
(Spanish) c...asa, p...asa, m...asa





## Phoneme Segmenting, Blending, and Manipulation

Sing songs that involve phoneme replacement,
 e.g., "Apples and Bananas," "The Name Game,"
 "Mappy Mirthday Moo Moo!"



# Letter Knowledge and Early Word Recognition



Knowledge of the alphabet is an essential component of learning to read and write:

- Recognizing and naming letters out of ABC order,
   and
- Knowing the associated letter sounds.

Children will eventually use the sound/letter connections to identify printed words.

## Letter Knowledge and the Prekindergarten Curriculum Guidelines



#### **Children:**

- Associate the names of letters with their shapes
- Identify 10 or more printed alphabet letters
- Notice beginning letters in familiar words
- Make some letter-sound matches
- Begin to identify some high-frequency words

### Letter Recognition



Aa

Bb

Cc

Dd

Ee

Ff

Letter recognition involves the ability to associate letter names with their shapes.

It also includes identifying upper and lowercase letters of the alphabet.

Letter recognition facilitates understanding the alphabetic principle.

### Letter Recognition Materials



- Alphabet books (homemade or commercial)
- Alphabet lotto
- Alphabet mats
- Blocks
- Board games
- Charts



- Letter walls
- Matching games
- Magnetic letters
- Puzzles
- Other manipulatives that include letters





Sometimes minor accommodations in classroom materials result in major benefits for children with special needs.

### Teacher-Supported Learning



Chil Children learn to use alphabet-

related materials with teacher

guidance in small group

settings, centers, and whole

group activities.





#### Letter Recognition Activities



#### To teach letter knowledge:

- Children use alphabet-related materials in small group settings
- Sing alphabet songs and play alphabet games
- Develop and share alphabet books

Letter Wall

ABCDEFG

HIJKLMN

OPQRSTU

VWXYZ

- Draw attention to letters in children's names
- Talk about letters by name and by sound
- Compare letter shapes using a variety of activities
- Build letter walls

#### Letter-Sound Associations



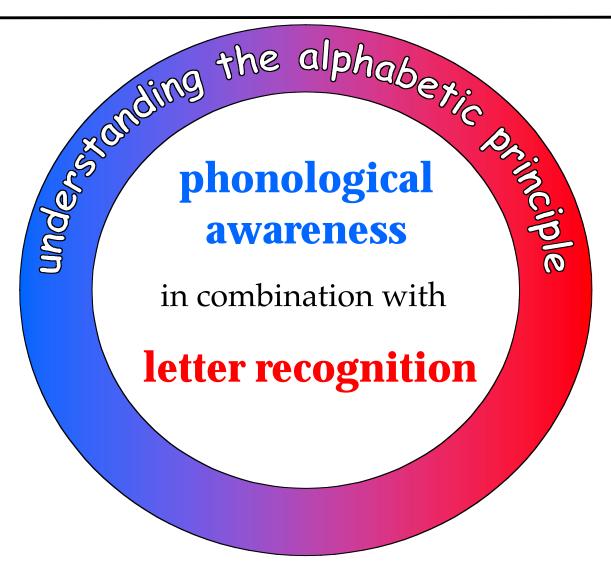
- Letter names are often learned before letter sounds.
- Many children begin to make letter-sound matches when they are given opportunities to hear and play with language and learn letter names.



 Teachers begin to link sounds to letters as they read alphabet books, rhyming and repetitive books, and other children's literature.

### Alphabetic Principle

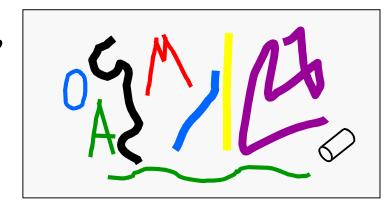




### Introduction to Written Expression



All preschool children can write, though some may need special support in order to do so.



They may use drawings, scribbles, letter-like shapes, or conventional letters to write.



Adaptations for writing utensils and writing surfaces may be necessary for some children.

### Introduction to Written Expression

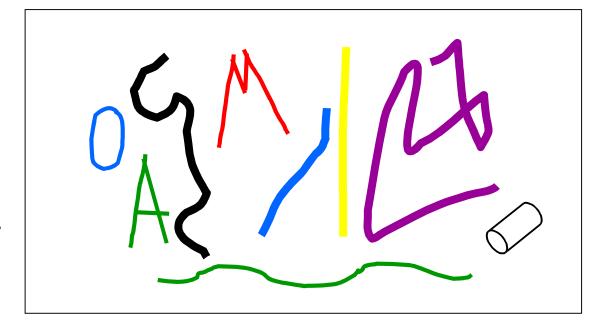


Through early writing experiences and teacher guidance, young children begin to understand the forms, features, and functions of written language.

Young children also learn as they observe adults model the writing

process.

With guidance and practice, children's writing more closely approximates conventional writing.



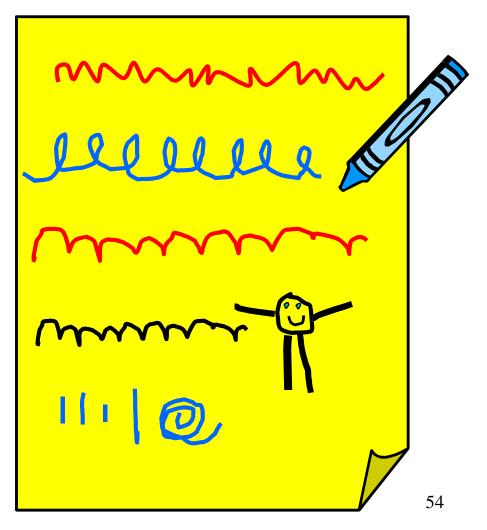
# Stages of Writing Development







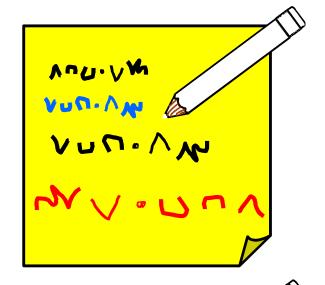
- During the scribbling stage, children learn to distinguish writing from drawing.
- Children try to reproduce letters and words through scribbles.



# Stages of Writing Development (contd.)

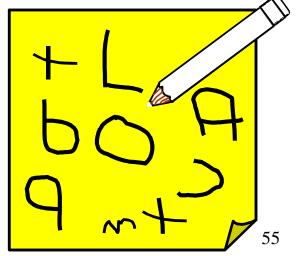








Writing letter sequences or strings



## Stages of Writing Development (contd.)





**Spelling phonetically** 



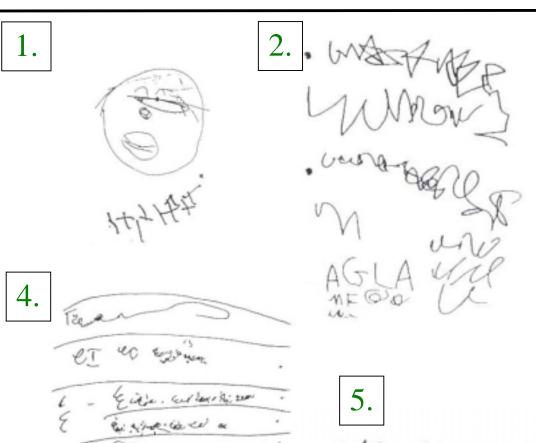
**Spelling** conventionally





## Writing Around the World





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## Written Expression and the **Prekindergarten Curriculum Guidelines**



#### **Child accomplishments:**

- Attempts to write messages
- Uses known letters and approximations of letters
- Attempts to connect the sounds in a word with their letter forms

#### Written Expression and the





#### **Child accomplishments:**

- Understands that writing is used to communicate ideas and information
- Uses a variety of forms of writing
- Dictates words, phrases, and sentences to an adult

# Instructional Strategies: Writing Development



#### To move towards these accomplishments, children need:

- Activities that develop their alphabet knowledge and print concepts
- Experiences that help them understand the purposes for which writing is used
- Activities that develop the motor skills necessary for writing

# Instructional Strategies: Writing Development



To move towards these accomplishments, children need:

- Opportunities and support for writing
- Encouragement to use recently learned letters in their work
- Opportunities to talk about what they have written

#### **Shared Writing**



## A collaborative process in which both teacher and children take part in composing and reading a piece of writing.

## Shared writing activities may include:

- Daily news
- Responses to literature
- Message boards
- Computer use
- Projects such as writing greeting cards, lists, letters, and recipes

### **Taking Dictation**



When teachers take dictation, they write the children's words.

#### Children can dictate to:

- Label pictures
- Tell stories
- Share daily news
- Respond to stories and information books
- Describe a shared school experience
- Write a letter to a classroom visitor



## **Shared Writing Simulation** or Taking Dictation Simulation



What does shared writing look like in <u>your</u> prekindergarten classroom?

How do we take dictation from our students?

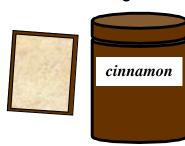
Simulate either a shared writing or dictation activity:



making cinnamon toast

a class trip to the library

a Three Bears sequel





### The Writing Center



## The writing center is a central part of the classroom AND ...



... ALL centers include writing materials.

## Materials List for the Writing Center



Make a variety of writing and drawing materials readily accessible, and change them frequently to keep the interest level high.

- paper
- crayons
- staplers
- tape
- chalk

- shaving cream
- pencils salt trays
  - finger-paint
  - stencils
  - sand trays
  - "check books"
- markers grease pencils

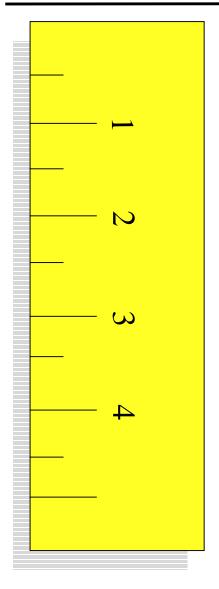
- Etchasketch
- Wikki stix
- dry erase boards
- Magnadoodles
- tracing paper
- construction paper sticky notes
- computer labels

- clipboards
- chart tablets
- rubber stamps
- typewriter
- envelopes
- receipt books

Allow the children to experiment!

### **Progress Monitoring**





#### **Assess Progress**

- Document children's knowledge of print concepts, letters, letter-sound correspondences, and written expression
- Observe writing
- Collect writing samples
- Use this information to plan instruction for each child

## **Applying the Guidelines To Classroom Practice**



#### Choose a Children's Book or a Topic of Study

Plan a series of activities based on that book or topic that build children's early literacy skills

Address these areas of the

Prekindergarten

Curriculum Guidelines:

- Print and Book Awareness
- Phonological Awareness
- Letter Knowledge and Early Word Recognition
- Written Expression

#### Revisiting Early Literacy -

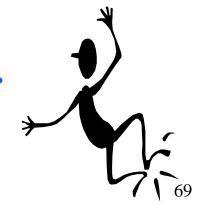




What are three ideas to promote early literacy development that you plan to use as soon as you get back to your classroom?

Record your ideas on the Revisiting the Prekindergarten Curriculum Guidelines: Partner Share.

Discuss your ideas with a partner. Write down your partner's ideas.



#### Handouts/ Activities

racy			
Early Literacy			
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#### Prekindergarten Curriculum Guidelines



Articulate what 3- and 4-year olds should know and be able to do

 Provide a means to align prekindergarten programs with the TEKS curriculum Serve as a resource to assist educators with instructional planning; to be used on a voluntary basis

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Early Literacy

## Prekindergarten Curriculum Guidelines for Language and Early Literacy



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- 2. Speech production and speech discrimination3. Vocabulary
- 4. Verbal expression
- 5. Phonological awareness
- 6. Print and book awareness
- 7. Letter knowledge and early word recognition
- 8. Motivation to read 9. Developing knowledge of literary forms
  - 10. Written expression

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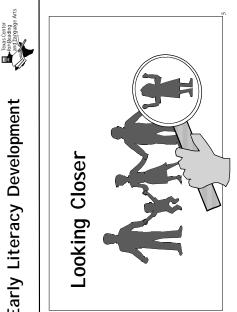
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## Prekindergarten Curriculum Guidelines for Language and Early Literacy



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# Early Literacy Development



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# Early Literacy Development



Guidelin	
Curriculum	
e Prekindergarten	

address these four areas:

- Print and Book Awareness
- Phonological Awareness
- Letter Knowledge and Early Word Recognition
- Written Expression







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Sevelopment:		Specifically, you will learn:  • Practices to create a print- rich environment	Wavs to build book and print	awareness with big books	How to enhance children's	phonological awareness skills	Activities that build letter	recognition and letter-sound knowledge	Ideas to promote children's     writing development	
Early Literacy Development: Overview	9	Key concepts	Prekindergarten	Curriculum	Guidelines		Instructional	Practices	Progress Monitoring	

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Guidelines: Self Assessment Prekindergarten Curriculum Getting to Know the

Assess your own knowledge!



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Early Literacy

# Early Literacy Development



developmental learning about print The preschool years are a period of and how to go about reading and writing it.

learn to read: they are LEARNING TO READ. Young children are not just getting ready to

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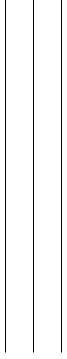
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# Early Literacy Development

## Children enter prekindergarten with different literacy-related experiences and abilities.



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#### Literacy Development Fostering Early



Prekindergarten children need developmentally appropriate experiences and instruction to support literacy learning. These include:



- Positive relationships with adults who model reading and writing behavior
- Print rich environments
- Listening to the daily read aloud of high quality books

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### Fostering Early Literacy Development (contd.)



- Opportunities to talk about what is read
- Experiences that develop phonological awareness
- Opportunities to engage in play that incorporates written language and writing tools
- Firsthand experiences that expand vocabulary

We're on the Road to Reading!	

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#### ABCs A central goal of prekindergarten is to enhance children's knowledge of concepts about print. **Awareness** concepts of book print and Print and Book Awareness Introduction to Opportunities to see and use written language Print-rich Environment

Early Literacy

## **Functions of Print**



Children learn that literacy is a valuable tool and that people use reading and writing for many purposes, such as:

Obtaining information and knowledge     Communicating information and knowledge     Entertaining themselves     Solving problems	

# Functions of Print (contd.)

Texas Center for Reading and Language Arts
Tey for and

Children come to understand used for different functions.	Children come to understand that different text forms are used for different functions.
Lists: gracery shopping	current events

• Teche	Fan	-	ognc	Times	TIMENOS	Ishén	-	<ul> <li>Servilletas</li> </ul>	Recipes: cooking	Homemade Playdough		
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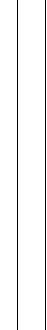
# Book Concepts and the Prekindergarten Curriculum Guidelines

- Knowledge that a book is for reading
- Location of the front, back, top, and bottom of a book
- Where to begin reading
- Books have a title and an author
- · Illustrations carry meaning (but cannot be read)
- How to handle books

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## Print Concepts and the

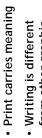
Prekindergarten Curriculum Guidelines



## Children learn that:

is '**piggies**'." "This word

Oral language can be written down and then read





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Early Literacy

## Prekindergarten Curriculum Guidelines (contd.) Print Concepts and the

"I'll read you As they come to recognize some of the common features of print, children learn that:

 Printed text contains letters, words, and sentences

my book!"

 Reading progresses from left to right and top to bottom

There are spaces between words

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# Print-Rich Environment

- Children's names on tubs and folders
- Lists
- Names of topics
- Charts; morning news
- Written schedules
- Homemade books

Displayed at children's eye level

- Displays of songs, chants, nursery rhymes, and poems Newspaper clippings
- Directions for activities
- Message boards
- Information in centers

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relationship between print

and meaning.

Introduces children to the

Is the first type of print that many children learn to recognize.

M&M's

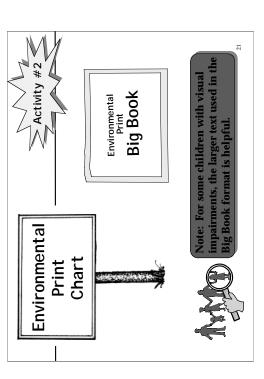
**Environmental** Print

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Early Literacy

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Notes

Instruction for Book and Print Awareness



#### Children:

 Engage in shared reading and writing activities with adults

Receive adult support for reading and writing efforts

Handle and select books independently from the classroom library

Use printed materials in play

Pretend-read

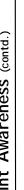


with special needs so that they can interact with books and printed materials as

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Early Literacy

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Big Books can be used when reading to groups of children to point out features of books and printed text. The repetitive or predictable structure of many Big Books provides children with clues as to

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what the text says.

Repetitive or predictable books can be helpful for children who need multiple repetitions to learn new information.

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Early Literacy

**Types of Predictable Books** Instruction for Book and Print Awareness (contd.) Familiar Song Books (examples) Cumulative Books (examples) Pattern Books (examples)

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# Instruction for Book and

## Print Awareness (contd.)



- Run a finger along the text from time to time
- Point out particular words to reinforce the concept of "word"
- Draw attention to specific letters, punctuation, and other common features of text



Notes

## REMEMBER!

New books should first be read aloud for comprehension and meaning!

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Instruction for Book and
Print Awareness (contd.)

Before Reading:

After Reading:

What are some ways to support read alouds with Big Books?

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Early Literacy

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Instruction for Book and Print Awareness (contd.)  Before Reading:	During Reading:  After Reading:	What are some ways to support children with special needs during read alouds with Big Books?					
Instruct Print A Before	During After R		Notes				

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Independent Selection of Books: Action of Books:

The Classroom Library

Children need opportunities to practice what they've learned about print with their peers and independently.

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## The Classroom Library



can	
so children	them
Display books	see and reach
•	

- Include a variety of books and other print materials
- Provide many books so children can make choices
- Provide cozy seating options
  - Physically define the library space
    - Have story props available
      - Provide media and technology equipment
        - Refresh library books frequently

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Early Literacy

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## Phonological Awareness



Involves understanding how the sounds of spoken language can be segmented, combined, and manipulated.

Is an auditory skill that NEED NOT involve print.

Is one strong predictor of children's later reading success.



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# Phonological Awareness



Phonological awareness is a crucial step towards	understanding the <u>alphabetic principle</u>

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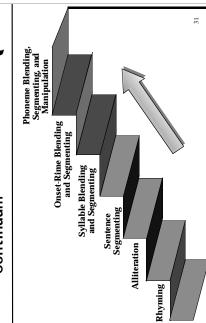
the understanding that the sequence of letters in written words represents the sequence of sounds in spoken words.

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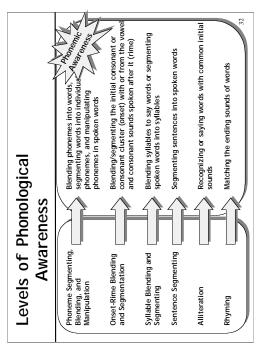
Phonological Awareness Continuum

Texas Center for Reading and Language Arts



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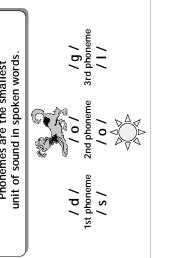


Early Literacy

## Phonemic Awareness



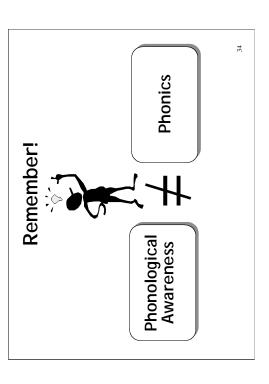
Phonemes are the smallest unit of sound in spoken words.



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Early Literacy

# Phonological Awareness and the Prekindergarten Curriculum Guidelines



The child:

Becomes sensitive to the sounds of spoken words

Begins to identify rhymes and rhyming sounds in familiar words

Participates in rhyming games, rhyming songs, and poems

Begins to attend to the beginning sounds in familiar words

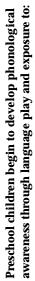
Begins to break words onto syllables

Creates and invents words, substituting one sound for another

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Notes					

### Phonological Awareness in **Prekindergarten**



- Poems, songs, and nursery rhymes
- Language awareness games
- Rhythmic activities
- Phonological games and activities structured by the teacher
- Patterned and other predictable texts



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What kind of phonological awareness activity is this? Phonological Awareness It's alliteration! in Prekindergarten glues globs of Goldilocks glitter.

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Early Literacy

#### Phonological Awareness Continuum



#### Rhyming

- · Rhyming chants, songs, and fingerplays
- Nursery rhymes and other poems
- Stories with rhyming text
- Use of word deletions during repeated readings

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#### Early Literacy

#### Phonological Awareness Continuum



#### Alliteration

- Recite poems, chants, nursery rhymes, and songs with repeating initial sounds
- Read alliterative texts
- Group objects by beginning sounds
- Play beginning sound name games
- Call attention to words with similar beginning sounds

	A my name is Alice	and I come Irom Atabama.
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### Phonological Awareness Continuum



## **Sentence Segmenting**

- Select meaningful sentences from children's speech or favorite books
- Have children clap/count each word in a sentence
- Shuffle and reorder words in familiar sentences
- Make silly phrases by deleting words from

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sentences	55li
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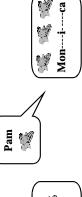
Early Literacy

#### Phonological Awareness Continuum

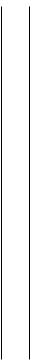
## Syllable Segmenting

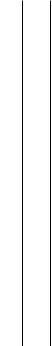
Have children clap or tap out the syllables of their names and other familiar words.





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# Phonological Awareness Continuum



## **Onsets and Rimes**

rhyme	
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(English) cat, hat, bat	(Spanish) casa, pasa, masa	
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# Phonological Awareness Continuum

## Phoneme Segmenting, Blending, and Manipulation

Sing songs that involve phoneme replacement, e.g., "Apples and Bananas," "The Name Game," "Mappy Mirthday Moo Moo!"



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#### Early Word Recognition Letter Knowledge and



Knowledge of the alphabet is an essential component of learning to read and write:

- · Recognizing and naming letters out of ABC order,
- Knowing the associated letter sounds.



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Early Literacy

Prekindergarten Curriculum Guidelines Letter Knowledge and the



#### Children:

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Identify 10 or more printed alphabet letters

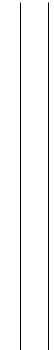
Notice beginning letters in familiar words

Make some letter-sound matches P

Begin to identify some high-frequency words O

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## Letter Recognition



It also includes identifying upper and lowercase letters of the alphabet.

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understanding the alphabetic principle. Letter recognition facilitates

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Early Literacy

# Letter Recognition Materials

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Letter cards

(homemade or commercial) • Letter walls Alphabet lotto

Matching games

Magnetic letters

Alphabet mats

 Board games Blocks

Charts

Puzzles

Other manipulatives that

include letters

Sometimes minor accommodations in classroom materials result in major benefits for children with special needs.

Notes

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Early Literacy

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# Teacher-Supported Learning



Children learn to use alphabet Electrical materials with teacher Electrical manufactory Estimates, centers, and whole Electrical group activities.

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Early Literacy

# Letter Recognition Activities



## To teach letter knowledge:

- Children use alphabet-related materials in small group settings
- Sing alphabet songs and play alphabet games
- Develop and share alphabet books

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11、110、110、111	Diaw attention to letters in ciniquents
Letter wall	names
ABCDEFG	<ul> <li>Talk about letters by name and by</li> </ul>
HIJKLMN	punos
; ; ;	<ul> <li>Compare letter shapes using a variety</li> </ul>
OF QKSTO	of activities

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# Letter-Sound Associations



 Many children begin to make letter-sound matches when they are given opportunities to hear and play with language and learn letter names.



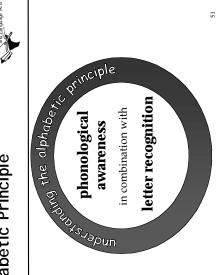
• Teachers begin to link sounds to letters as they read alphabet books, rhyming and repetitive books, and other children's literature.

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Early Literacy

## Alphabetic Principle



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# Introduction to Written

Expression



All preschool children can write, though some may need special support in order to do so.

They may use drawings, scribbles, letter-like shapes, or conventional letters to write.



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Adaptations for writing utensils and writing surfaces may be necessary for some children.

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Early Literacy

# Introduction to Written

Expression



Through early writing experiences and teacher guidance, young children begin to understand the forms, features, and functions of

children begin to understand the forms, feature written language. Young children also learn as they observe adults model the writing process.

With guidance and practice, children's writing more closely approximates conventional writing.



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#### Stages of Writing Development



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During the scribbling stage, children learn to distinguish writing from

Children try to reproduct letters and words through scribbles.

drawing.

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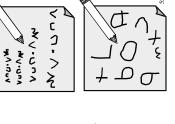
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#### Development (contd.) Stages of Writing



Producing letter-like forms



Writing letter sequences or strings

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Stages of Writing Development (contd.)	Spelling phonetically	Spelling conventionally

Writing Around the Activity #5

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Prekindergarten Curriculum Guidelines Written Expression and the



## Child accomplishments:

- Attempts to write messages
- Uses known letters and approximations of letters
- · Attempts to connect the sounds in a word with their letter forms

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Early Literacy

# Prekindergarten Curriculum Guidelines (contd.)

## Child accomplishments:

- communicate ideas and information Understands that writing is used to
- Uses a variety of forms of writing
- Dictates words, phrases, and sentences to an adult

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#### Instructional Strategies: Writing Development



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To move

- Activities that develop their alphabet knowledge and print concepts
- Experiences that help them understand the purposes for which writing is used
- Activities that develop the motor skills necessary for writing

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Early Literacy

### Instructional Strategies: Writing Development



To move towards these accomplishments, children need:

- Opportunities and support for writing
- Encouragement to use recently learned letters in their work
- · Opportunities to talk about what they have written

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## Shared Writing



A collaborative process in which both teacher and children take part in composing and reading a piece of writing.

#### Shared writing activities may include:

- Daily news
- Responses to literature
  - Message boards Computer use
- Projects such as writing
  - greeting cards, lists, letters, and recipes

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## **Taking Dictation**



When teachers take dictation, they write the children's words.

## Children can dictate to:

- Label pictures
  - Tell stories
- Share daily news
- Respond to stories and information
- books
- Describe a shared school experience Write a letter to a classroom visitor

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Early Literacy

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Early Literacy

Shared Writing Simulation or Taking Dictation Simulation	What does shared writing look like in <u>your</u> prekindergarten classroom?	How do we take dictation from our students?	Simulate either a shared writing or dictation activity:	making cinnamon toast	a class trip to the library	a Three Bears sequel

... ALL centers include writing materials.

Texas Center for Reading and Language Arts

The Writing Center

The writing center is a central part of the classroom AND ...

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# Materials List for the





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						,
•	paper	•	shaving cream	•	Etchasketch •	clipboards
•	pencils	•	salt trays	•	Wikki stix	chart tablets
•	crayons	•	finger-paint	•	dry erase boards •	rubber stamps
•	staplers	•	stencils	•	Magnadoodles •	typewriter
•	tape	•	sand trays	•	tracing paper •	envelopes
•	chalk	•	"check books"	•	construction paper •	sticky notes
·	markers	•	grease pencils	•	computer labels •	receipt books
/						

Allow the children to experiment!

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Early Literacy

# **Progress Monitoring**



1	Assess Progress  • Document children's knowledge of print
	concepts, letters, letter-sound correspondences, and written
2	expression
3	Observe writing
4	<ul> <li>Collect writing samples</li> </ul>

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 Use this information to plan instruction for each child

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3

Early Literacy

## Applying the Guidelines To Classroom Practice

# Choose a Children's Book or a Topic of Study

Plan a series of activities based on that book or topic that build children's early literacy skills

Address these areas of the

 Print and Book Awareness Phonological Awareness

Prekindergarten

 Letter Knowledge and Early Word Recognition

Curriculum Guidelines:

Written Expression

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Early Literacy

Revisiting Early Literacy Activity #8



What are three ideas to promote early literacy development that you plan to use as soon as you get back to your classroom?

Prekindergarten Curriculum Guidelines: Record your ideas on the Revisiting the Partner Share.

Write down your partner's Discuss your ideas with a

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Early Literacy

Early Literacy Guide Activity # 1

#### Getting to Know the Prekindergarten Curriculum Guidelines: Self Assessment

EARLY LITERACY AREAS  • Accomplishments	I Know and Do Well	Examples of My Instructional Activities	I Need to Know More ✓
PRINT AND BOOK AWARENESS			
begins to understand that print runs from left to right and top to bottom			
begins to understand some basic print conventions			
PHONOLOGICAL AWARENESS			
begins to identify rhymes and rhyming words			
begins to attend to beginning sounds in words			
begins to break words into syllables or claps along with each syllable in a phrase			
LETTER KNOWLEDGE AND EARLY WORD RECOGNITION			
begins to associate letter names with their shapes			
begins to notice beginning letters in familiar words			
begins to make some letter/sound matches			
WRITTEN EXPRESSION			
attempts to write messages as part of playful activity			
<ul> <li>uses letters and approximations of letters to represent written language</li> </ul>			
attempts to connect the sounds in a word with its letter forms			
begins to dictate words, phrases, and sentences to an adult			

#### **Environmental Print Chart/Big Book**

#### "I Can Read" Environmental Print Chart

- Label the chart tablet with the words "I Can Read So Many Things."
- Flip the page and begin to write one sentence per page.
- The first sentence starter will become the predictable text for the rest of the chart. For example, on the top of the first page, you may write:
  - "I can read ..." followed by the logo from a grocery store paper bag: "I can read HEB."
  - The next page will have the same sentence prompt in the same location on the chart as the first sentence, followed by the logo from a restaurant: "I can read Pizza Hut."
  - The third page might have a candy wrapper: "I can read M&M's.
- Be sure to use the <u>actual logo</u> taken from the product.
- Write a concluding sentence such as "I can read so many things!" to complete the chart.

#### "I Can Read" Environmental Print Big Book

- In Big Book format, each page can present a different label and accompanying text.
- Make an "I Can Read" environmental print Big Book for classroom use with just a few simple materials typically found in your students' communities. Text and pictures from food labels, empty product boxes, restaurant names, grocery store logos, newspaper advertisements, magazines, and other materials that contain environmental print can be used to make the Big Book.
- Keep the text in a consistent place on each page to provide additional support for print awareness.

## Using Big Books to Teach Book and Print Awareness

To draw children's attention to some of the common features of print, here are a few suggestions for teachers BEFORE, DURI NG and AFTER reading a story.

#### **BEFORE Reading:**

- Point out the title, author and illustrator.
- Choose a special word children should be on the lookout for as they read (e.g. children should "put on their whiskers" every time they see the word "cat" in the book <u>Have You Seen My Cat</u>? by Eric Carle)

#### **DURING Reading:**

- Occasionally finger-point, tracking the print from left to right.
- Draw children's attention to the special word or words repeated throughout the story.
- Occasionally draw attention to specific letters or punctuation.
- Highlight the relationship of illustrations to the text.

#### **AFTER Reading:**

- Encourage children to generate original sentences which extend the Big Book pattern (e.g. after reading Brown Bear, Brown Bear, children suggest, "I see a gray whale looking at me.")
- Record children's ideas on sentence strips to construct a class-made Big Book.

An important note: tracking print is not *always* appropriate for read-aloud sessions. Tracking print, or following print with your hand or a pointer as you read, is useful for focusing children's attention on the specific features of print. Following print with a pointer also helps children understand the correspondence between spoken and written words.

#### The Classroom Library

The classroom library corner provides a wonderful space for children to explore, imagine, reflect, and enjoy the world of books. The library corner can be designed to accommodate all the children in any classroom and their diverse needs. Here are some suggestions to make the library corner inviting to the children and full of opportunities to develop their print and book awareness.

Create an inviting environment by adding pillows or bean bag chairs, stuffed animals, a child-sized rocker, dolls, a tablecloth and a small floor rug. Props such as stuffed animals encourage pretend-reading, which is important for language development.

Make sure there are more books in the library than there are children in the class so that every child chooses from a selection of books: the last child to choose a book should still have a choice! Refresh the library center by changing books frequently and be sure that the books in this center are in good condition.

Library materials must be readily accessible to students with physical disabilities. For students who are using wheelchairs or other tools to support their physical movement, make certain they can move in and out of the library area comfortably. This may include taping the edges of a rug down to prevent tripping, and physically arranging the space so that barriers are removed. The goal is that all children can select books with as much independence as possible.

Provide a tape recorder (and teach the children how to use it) with headphones for children to listen to tapes as they can follow along in the books, or to record their own stories. When a computer is a part of the library center, provide a choice of books on CD-ROM.

Dramatic play in the library center can be encouraged by adding a stack of small pieces of construction paper, a rubber date stamp, and an ink pad. Model and teach how to use these materials before adding them to this center, and provide support for children as they pretend play "library."

A flannel board with familiar story characters and props is an excellent way for children to retell stories in their own words. Puppets and puppet theatres can be placed in library centers for children to make up stories or to retell favorites.

Provide a variety of books in English and in the children's home languages: reference books, cook books, newspapers, and magazines as well as storybooks help children develop the understanding that there are many uses for print in their lives.

Vary the materials in the library center based on children's interests and abilities, and provide challenging books that challenge children to higher levels of listening and thinking.



#### The Classroom Library

#### Choosing Books to Include in the Library

Choose books with large, realistic and colorful pictures.

Choose books that children can easily hold.

Choose books that are sturdy and well made.

Choose books that contain action and repetition.

Choose books that match the ages and interests of children in your class.

Choose a variety of books to accommodate the different cognitive levels of understanding in the classroom.

Choose books that reflect our diverse society, including books that show characters with disabilities.

For children with visual impairments, provide recorded books, tactile books, and books with high contrast images and text.

#### Types of Books to Include in the Library

Alphabet Books

**Board Books** 

Books by a particular author

Books on a Topic or Theme

Books written in the home languages of the children in the classroom

Children's Magazines

Concept Development Books

**Cumulative Stories** 

Easy to Read Books

(limited vocabulary, large print, etc.)

Fables, Fairy Tales, Folk Tales, and Classics

Familiar Sequence Books

Information Books

Natural Science Books and other books with expository text

Nonsense Books

**Number Books** 

Nursery Rhymes

Picture Dictionaries

Poetry Books

Realistic Fiction

**Rhyming Books** 

Song Books

Story Books

Wordless Picture Books



Early Literacy Guide Activity # 4

#### **Phonological Awareness**

Phonological awareness includes skills ranging from rhyming to phoneme blending and segmenting. However, children do not necessarily acquire these skills in a predictable order. For example, some students have trouble learning to rhyme but learn skills such as alliteration, sentence segmenting and syllable segmenting quite easily. Phonological awareness activities in prekindergarten focus primarily on rhyming, alliteration, sentence segmenting and syllable blending and segmenting.

Rhyming	matching the ending sounds of words  English: may, day, pay, say,	
		Spanish: rama, Ilama, cama
Alliteration	recognizing or saying words with common	"lazy lions lounging in the local library"
	initial sounds	"Lourdes la leona lamea la lima"
Sentence segmenting	breaking sentences into words	The bears went for a walk.
		The/bears/went/for/a/walk.
Syllable segmenting	breaking words into syllables	English: /animal/ = /a/ /ni/ mal/
		Spanish: /pelota/ = /pe/ /lo/ /ta/
Onset-rime	combining or separating the initial	blending a one-syllable word
blending and segmenting*	consonant or consonant cluster in a word	English: /b/ /at/ = bat
	(the onset) from the sounds that come	Spanish: /d/ /oy/ = doy
	after it(the rime).	
Phoneme Segmenting,	combining phonemes into words, breaking	/c/ /a/ /t/ = /cat/.
Blending,	words into phonemes, and manipulating	The Spanish word /pan/ can be
and Manipulation	phonemes in words.	segmented into /p/ /a/ /n/.

<sup>\*</sup>Onset-rime blending and segmenting may not be appropriate for the purposes of Spanish literacy, since one-syllable word families in Spanish are infrequent.



#### **Phonological Awareness**

Teacher asks children to fill in the missing word.
I
Three little <u>kittens</u> , they lost their(mittens)
I will not eat them in a <i>house</i> , I will not eat them with a
(mouse)
I have a <u>shoe</u> and the color is (blue)
Once upon a <u>time</u> I learned a little <i>(rhyme)</i>
Your pajamas are <u>red</u> now go to (bed)
Hop, hop, hop, and now I (stop)
I wash with <u>soap</u> , I jump with <i>(rope)</i>
•

Teacher says a tongue twister and asks students torepeat it.

Baby Bear bakes big buttery biscuits.

Mama makes mighty messy muffins.

Lourdes la leona lamea la lima.

Great green gorillas!

Tickle ten teeny-tiny toes.

La luna es linda y luminosa.

Teacher says "We're going to clap and count words we hear."
Three bears(2)Once upon a time(4)
Goldilocks went for a walk.(5)Hot porridge(2)
Let's take a walk in the woods.(7)This bed is too soft! (5)
This porridge is just right. (5)The chair broke into pieces.(5)

The teacher and the children pronounce a child's name. Then they segment the name into syllables to be counted.

 "Clap it!" (teacher models by saying the name first, and then repeating it again, clapping. Children repeat name, and then repeat it again, clapping each syllable.)

(Ma-ri-sa - 3 claps. John - 1 clap. Elizabeth - 4 claps)

- "Whisper it!" (children whisper name, clapping each syllable)
- "Silent!" (children mouth name without sound, silent clapping)



Early Literacy Guide Activity # 4

#### **Phonological Awareness**

One child chooses an object from an assortment on a tray and says its name: "This is a *tractor*."

Teacher says the word "tractor" and claps the syllables. (2)

Children repeat the object's name and clap the syllables.

Teacher asks, "How many syllables in <u>tractor</u>?"

The child who chose the object claps and counts the syllables and answers, "2."

Play continues until all children have had a turn.

Teacher leads children in a guessing game, giving clues about a mystery word. Teacher stretches out the initial sound.

**Teacher:** "I'm thinking of an animal that begins with this sound: /mmmmm/. What sound does it begin with?"

Children: "/mmmmm/"

Teacher: "What I'm thinking of begins with /mmmmm/ and it has a tail."

Children: "mmmmmouse!"

Teacher: "Mmmmmouse! What a good guess! What's the first

sound in mmmmouse?"
Children: "/mmmmm/"

Teacher: "Great. What I'm thinking of, though, lives in the trees and swings from the branches. Do you still think it could be a mouse?"

Play continues until children guess the correct word.

Children say a nursery rhyme in whisper voices but say the rhyming words out loud:

Eeny, meeny, miney  $\underline{MO}$ 

Catch a tiger by the  ${\color{red} {\bf TOE}}$ 

If he hollers let him **GO**,

Eeny meeny, miney MO.

Children say a nursery rhyme in *loud voices* but say the rhyming words in a *whisper*.

Children say a nursery rhyme with *loud voices* at the beginning, getting softer and softer until the last few words are *whispers*.

To play this game based on the old favorite "One Potato, Two Potato" chant, the teacher seats children in a circle and asks them to put their fists out in front of them.

The teacher says that they are going to listen for the rhyming words and in this game, they are "magic words." The "magic words" are the rhyming words at the end of each phrase or stanza of a nursery rhyme.

The teacher goes around the circle tapping the children's fists only on the rhyming words. Each fist that receives the tap on the magic word goes behind the player's back.

Play continues until only one child's fist remains, and that child becomes the new "it."



#### **Phonological Awareness**

Teacher says, "Guess whose name I'm thinking of? It begins with this sound /Ssssss/ and it ends with /ammy/"

"S-s-s-s----ammy"
"Sammy!!!"

If more than one student's name begins with the same letter, it provides an important opportunity to show children that phonemes are used over and over again to make different words.

Teacher uses a puppet named Leo the Lion to talk to the children.

Leo speaks very slowly in a language the teacher calls "Lion-ese"
that children can understand if they listen carefully. Leo needs
help putting words together.

"I'm the /k/---ing of the jungle. I am a friendly /c/---at.

The children help the puppet put the words back together:



Teacher leads children in a familiar song but substitutes different sounds in the lyrics.

Apples and Bananas is sung using long vowel sounds in each lyric:

I like to ate, ate, ayples and baynaynays...

I like to oat, oat, oat, oaples and bo-no-nos...

Mappy Mirthday Moo Moo! Mappy Mirthday Moo Moo! Mappy Mirthday Mear Mary! Mappy Mirthday Moo Moo!

Sydney, Syndney, Bo Bidney, Banana-fanana-fo-Fidney, Me-My-Moe Midney, SYDNEY!

Say a word very slowly, syllable by syllable.

I The children blend the syllables to form the word.

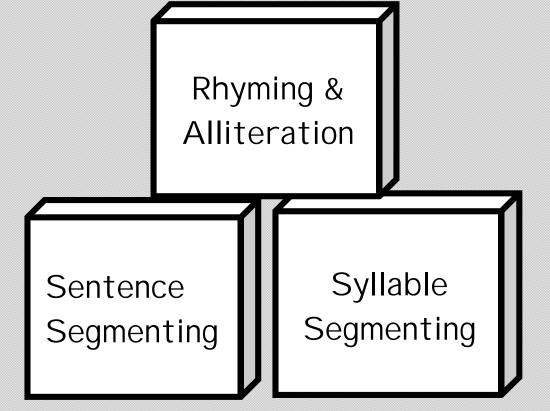
"pen ... cil" Children: "pencil!"

*"pan ... cake"* Children: "pancake!"

l "bas ... ket ... ball" Children: "basketball!"

"pop ... si cle" Children: "popsicle!"





Each of the phonological awareness activities included in this handout focus on one of the following skills: rhyming, alliteration, sentence segmenting, or syllable segmenting.

Note: activities to develop syllable blending, onset-rime blending, onset-rime segmenting, phoneme blending, phoneme segmenting, or phoneme manipulation are not included in this handout because they are not expectations for prekindergarten children.

#### RHYMING GAMES

- Children are often more successful with rhyming when they begin with predictable phrases.
- Introduce this activity by repeating familiar rhymes, leaving off the last word.
- Ask the children to fill in the missing word.
- This strategy is sometimes referred to as the "auditory cloze technique."

The <u>Cat</u> in the ( <u>Hat</u> )
Jesse <u>Bear</u> , What Will You? ( <u>Wear</u> )
Three little <u>kittens</u> , they lost their( <u>mittens</u> )
And many <u>more</u> on channel (four) and Scooby <u>Doo</u> on channel( <u>two</u> )
I will not eat them in a <u>house</u> , I will not eat them with a( <u>mouse</u> )
Twinkle, twinkle, little <u>star</u> , how I wonder what you ( <u>are</u> )
I have a <u>shoe</u> and its color is ( <u>blue</u> )
Your pajamas are <u>red</u> now go to ( <u>bed</u> )
Hop, hop, hop, and now I (stop)
I wash with <u>soap</u> , I jump with ( <u>rope</u> )
Pito, pito, colorito;
¿dónde vas tú tan? ( <u>bonito</u> )
Sana, sana colita de rana, si no sanas hoy sanaras ( <u>mañana</u> )

#### ADDING MOVEMENT TO RHYMING GAMES

To play this game based on the old favorite "One Potato, Two Potato" chant, the children form a circle with their fists out in front of them.

In this game, the rhyming words are "magic words" to be accented at the end of each stanza of a nursery rhyme or chant.

The teacher goes around the circle tapping the children's fists lightly, accenting the rhyming words. Each fist that receives the "magic word" tap goes behind that player's back. Play continues until only one child's fist remains, and that child takes the teacher's place to become the new "it."

After the class has learned how the game is played, the same "One Potato, Two Potato" hand movements can be applied to new rhymes, chants and songs.

	Five little monkeys jumping on the <u>BED</u> ,
One Potato, Two Potato, Three Potato, <u>FOUR</u> ,	One fell off and bumped his <b>HEAD</b> .
	Mama called the doctor
Five Potato, Six Potato, Seven Potato, MORE!	and the doctor <b>SAID</b> ,
	"That's what you get for
	jumping on the <u>BED</u> ."
Los pollitos dicen PIO, PIO, PIO,	
Cuando tienen hambre, cuando tienen <u>FRIO</u> ,	Five little ducks went swimming one <u>DAY</u> ,
La gallina busca el maiz y el <u>TRIGO</u> ,	Over the hills and far <b>AWAY.</b>
Les da la comida y les presta ABRIGO,	The mother duck said,
Bajo sus dos alas <b>ACCURRUCADITIOS</b> ,	<u>"QUACK, QUACK, QUACK</u> ,"
Hasta el otro dia duermen los POLLITOS.	And five little ducks came swimming <b>BACK</b> .
Humpty Dumpty sat on the WALL,	Pito, pito, <u>COLORITO</u> ;
Humpty Dumpty had a great <u>FALL.</u>	
All the King's horses and all the King's MEN,	¿Dónde vas tú tan <b>BONITO</b> ?
Couldn't put Humpty together <u>AGAIN</u> .	



#### LOUD and soft RHYMING GAMES

Note: Choose only one version of this game to play at a time.

- Teach children a fingerplay, poem, or nursery rhyme.
- Repeat until it is very familiar: a class "favorite."
- Use this poem as the foundation for phonological awareness activities.

#### Activity #1

Children repeat the fingerplay, poem, or nursery rhyme in <u>whisper</u> voices but say the rhyming words with **LOUD VOICES**.

Example: <u>Eeny, meeny, miney</u> MO,

Catch a tiger by the TOE,

If he hollers let him 60,

Eeny meeny, miney MO.

#### Activity #2

Children repeat the rhyme in **LOUD VOICES** but say the rhyming words in a *whisper*.

Example: EENY, MEENY, MINEY mo,

CATCH A TIGER BY THE toe,

IF HE HOLLERS LET HIM go,

EENY, MEENY, MINEY mo.

#### Activity #3

Children repeat the rhyme with **LOUD VOICES** at the beginning, getting *softer* and *softer* until the last few words are *whispers*.

Example: EENY, MEENY, MINEY MO,

Catch a tiger by the toe,

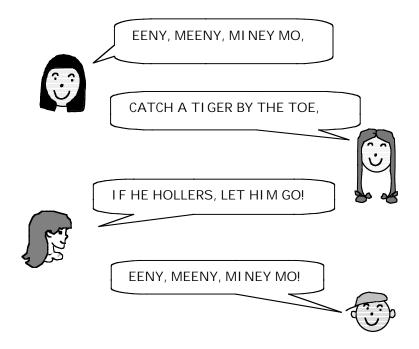
If he hollers let him go, <u>Eeny, meeny, miney mo</u>.



#### LOUD and soft RHYMING GAMES, CONTD.

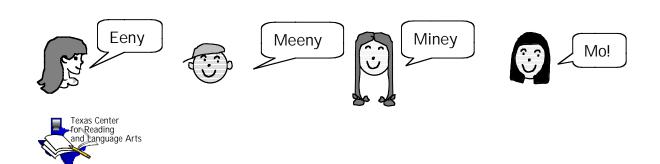
#### Activity #4

Help the children learn how to take turns saying one  $\underline{line}$  of the poem at a time until the entire poem has been recited.



#### Activity #5

Sitting in a circle, have the children take turns saying one <u>word</u> of the poem at a time until the entire poem has been recited.



#### **ALLITERATION STATION**

The teacher says a tongue twister and the children repeat it.

- Baby Bear bakes big buttery biscuits.
- Mama makes mighty messy muffins.
- Papa peels purple potatoes.
- Goldilocks glues globs of glitter.
- Great green gorillas!
- La luna es linda y luminosa.
- Don't dig daisies, darling.
- Tickle ten teeny-tiny toes.
- Dancing dinosaurs disco daintily.
- Lourdes la leona lamea la lima.
- Elephants exercise endlessly.
- Cute kittens, cuddly cats
- Joking Jack jumps joyfully.

#### CLAP AND COUNT (SENTENCE SEGMENTING)

The teacher repeats a sentence or phrase and asks the children to count the words they hear. The teacher demonstrates each sentence before asking children to join in clapping and counting the words in each sentence. Begin with very short sentences to teach this skill.

The teacher says, "We're going to clap and count words we hear."

Three bears (2)

Hot porridge (2)

Hábia una vez (3)

Once upon a time (4)

This porridge is just right. (5)

Goldilocks went for a walk.(5)

This bed is too soft! (5)



#### WORD 1-TO-1 CORRESPONDENCE

To help children develop an understanding of what a word is, try this game.

Select one line from a favorite story or poem and assign each word to a different child.

Have the children practice saying their words one at a time, a little faster each time.

When they can say these words so that their sentence sounds like the original sentence, then it's time to mix them up!

For example, select seven children	to join you at the front of the classroom.
Have the children face the rest of	the children in the class.
Tell each child, "Your word is	п

The children should practice saying their words in order.

Five	little	monkeys	jumping	on	the	bed.
------	--------	---------	---------	----	-----	------

Have the children move in a new order and say their words.

little	the	five	on	monkeys	bed	jumping
--------	-----	------	----	---------	-----	---------

Finally, have the children return to the original sequence, and say the original sentence.

Five little monkeys jumping on the bed.



#### Name Game

To play this Name Game, seat children in a circle. Choose one child to be "IT" and start the game. "IT" walks around the outside of the circle as the children chant,

"Think real hard! Hope you don't miss.
Think real hard, now who is THI S?"

The teacher and children pronounce the name of the child that "IT" stops behind. Then they segment the name into syllables, clapping each syllable.

For variety, the syllables can be clapped, whispered, or silently "mouthed."

- "Clap it!" Children repeat name, and then repeat it again, clapping each syllable. (Ma-ri-sa 3 claps. John 1 clap.)
- "Whisper it!" Whisper the name, and then repeat it again, clapping each syllable.
- "Silent!" Mouth the name without sound and then repeat it again, silently clapping.

Adapted from: Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T. (1998) *Phonemic awareness in young children: A classroom curriculum.* Baltimore: Paul H. Brookes.

Goldsworthy, C.L. (1998). *Sourcebook of phonological awareness activities: Children's classic literature.* San Diego: Singular Publishing Group, Inc.



#### **Letter Walls**

**Letter Walls** are tools for learning to read and write important words. A Letter Wall is a visual display of the alphabet that is:

- sturdy (so letters can be added and removed),
- easily read, and
- displayed at children's eye level in A-Z order.

Letter Walls can be used throughout the year to reinforce letter knowledge in a fun and playful manner, allowing children to participate in a variety of ways. Here are some suggestions for games to play with the Letter Wall in your classroom:

CL LD L	
Stand By!	Have children stand by the first letter of their name. For children who are
	just learning to recognize their names, a picture beside "their letter" is a
	good support.
Musical	Play music as you have the children march to the beat. Stop the music
Alphabet	suddenly and ask children which letter they are standing closest to. If your
	classroom includes a child who is not able to march, let this child be in
	charge of the music.
Read the Walls	Have children take turns reading the alphabet, touching each letter as they
	name it.
Matching Game	Pass out small sturdy letters (use any letter sets from your classroom
	materials such as wooden letters from a puzzle or plastic magnetic letters
	from a center) and ask the children to find the matching letter on the wall.
	Children who have difficulties matching may be paired with a "helper" (a
	peer who can help the child find the matching letter).
Matching Game	Pass out lower case letters and ask the children to find the corresponding
	upper case letter.
Be a Letter	Give clues one at a time, and ask the children to figure out the letter you
Detective!	are thinking of.
	"Clue #1. It's on the letter wall.
	Clue #2. It only has straight lines, no curvy lines.
	Clue #3. It is the first letter in these names: Mark, Mary.
	Clue #4. It makes this sound: /mmmmm/ (stretch out the sound)
	Can you guess the letter? That's right, the letter 'M'!"
What's	Remove a few letters from the letter wall and ask the children to figure out
Missing?	which letters are missing, then let the children replace the missing letters.
Mystery Letter	Play mystery letter games. Cover up a letter and ask the children to guess
	which one is hidden.
Fun Finger	Have the children work with a partner for this activity.
Writing	Choose a letter from the Letter Wall and ask the children to write the
	letter using their fingers instead of pencils.
	Have the children practice writing the letter on the carpet, and then have
	them take turns writing the letter on their partner's back. Have the
	children say the letter out loud as they write it.
Sabotage!	Children love to catch teachers making mistakes! Pretend you don't know
	where a letter goes when putting it back on the Letter Wall.
<u> </u>	



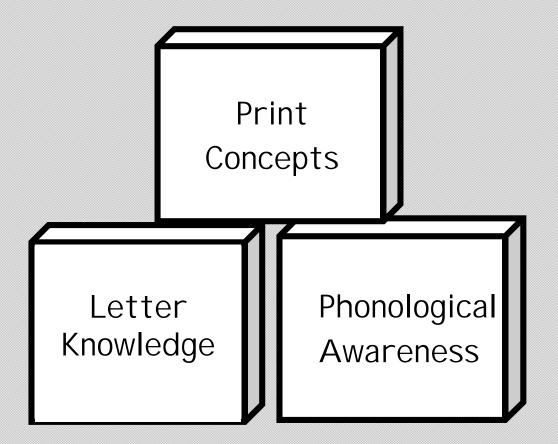
#### Letter Walls

Pictures and words can be added under the letters on the Letter Wall. Add students' names under "their" letter with their school picture. Add other words "important" words such as "birthday," "party," "soccer," "lunch," and "bus," along with pictures that represent each word. Add vocabulary words from topics of study and favorite books. Add words that children ask how to spell. Review the words on the word wall frequently by playing some of the suggested games. This is wonderful preparation for Kindergarten and 1st Grade, as the Word Wall strategy will continue to be used in many classrooms that children will eventually enter. Here are some more suggestions for more advanced games to play with the Letter Wall:

Special Words	Choose a special word each week. Focus children's attention on the
	special word through activities such as chanting it, clapping it, and
	playing games that use the word in different ways.
The Name Game	Remove some of the children's names and then ask them to put them
	back on the wall, matching the initial letter.
Be a Word	"I'll give you clues one at a time, and you figure out the word I'm
Detective!	thinking of. [Clue #1. It's on the word wall.] [Clue #2. It starts with
	M.] [Clue #3. It is a day of the week.] [Clue #4. It has 6 letters.] [Clue
	#5. It fits in the sentence: We go to the Library on] Can you
	guess the word I'm thinking of? That's right, it's 'Monday'!"
Beginning	"I'm thinking of a word that begins with /b/ and makes sense in this
Sounds	sentence: I like to read a" (book)
Beginning	"I'm thinking of one boy in our class whose name begins with this sound:
Sounds	/b/. Can you guess who I'm thinking of? (Children guess all the boys'
	names that start with the /b/ sound.) That's right, Bradley, Bret, and
	Bryant all begin with the /b/ sound and I was thinking ofBryant!"
Rhyming	"Find a word that begins with /b/ and rhymes with 'fox.'" (box)
	"Find a word that begins with /z/ and rhymes with 'do.'" (zoo)
Write it Big	"We're going to write the letter "m" in a special way without using any
	pencils or paper. Note: Turn your back to the participants in order to
	model the letters correctly. Say the letter as you write it.
	"M-m-m-m" (stretch out the sound as you write the letter "M" in the
	air). It's fun to write in the sky!
Fun Finger	Choose a partner and get ready for some Fun Finger Writing. We're
Writing	going to write a word from the Word Wall with our fingers instead of
	our pencils. Take turns writing a word from the Word Wall on your
	partner's back. Say each letter as you write it.
-	j.

Adapted from: Cunningham, P.M. & Allington, R.L. (1999) Classrooms that work: They can all read and write. New York: Longman.







Prekindergarten Curriculum Guidelines for Print and Book Awareness:

- The child understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems,
- The child understands that print carries a message by recognizing labels, signs, and other print forms in the environment.

Materials and Preparation: The main purpose of this activity is to help children recognize their names in print, but the way that it is used can accomplish several goals at once. Write each child's name in your class on a popsicle stick (use a permanent marker for brightness and longevity). Add the child's picture to the top to scaffold children as they learn to read their names and the names of others.

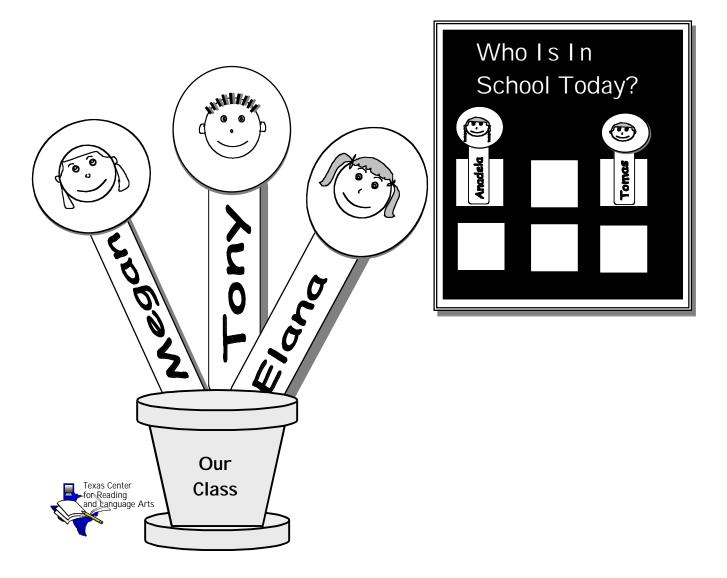
**Getting Started:** Lay the popsicle sticks on a table outside the door to your room. As the children arrive at school, make this one of the welcoming activities that they do as they enter the classroom. Each child finds the popsicle stick with their name and picture on it, and then places it in a designated spot to show that they are in school that day. The designated spot may be a coffee can, a bulletin board, a pocket chart, or a morning message board.

**Focus on Letter Knowledge:** Display upper case letters. Ask the children to put their name under the letter it begins with. If there are several names that begin with the same letter, this provides an opportunity to look at how the names in that group are the same and how they are different.

Texas Center for Reading

Focus on Phonemic Awareness: Play a game with the children using letter sounds. Tell the children that you're thinking of a name that starts with a certain sound, for example, the /p/ sound, and you want all the children whose names start with that sound to "pop like popcorn" (jump up and down). Make up similar actions for all the initial sounds of names in your class ("slither like a snake," "move like a monkey," "act like an alligator," etc.)

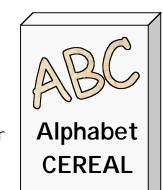
**Scaffolding Children's Learning:** At the beginning of the year, the pictures at the top of the popsicle help children begin to associate names and faces with the printed word. As the year progresses and children are ready for more challenges, you can cover the pictures. Children can look to see whose picture is under the cover after looking at the names and attempting to read them.



#### **Alphabet Cereal Names**

Prekindergarten Curriculum Guidelines for Letter Knowledge and Early Word Recognition:

- The child begins to associate the names of letters with their shapes
- The child identifies 10 or more printed alphabet letters
- The child begins to notice beginning letters in familiar words
- The child begins to make some letter-sound matches
- The child begins to identify some high frequency words



**Materials and Preparation**: Ask a classroom volunteer to sort the cereal ahead of time so that each child is given a set of letters which includes the letters of their name.

**Activity Description:** A box of alphabet cereal can provide a way to help children develop letter name identification. The materials are simple and the children can eat the product when finished. Even the box can be used for learning by cutting out the front panel to include in an Environmental Print ABC's book!

**Getting Started:** Alphabet cereal is an excellent material to use in small group settings. Teachers can assess children's letter identification skills more closely when working with children in a small group.

**Letter Knowledge**: Play a game of "find and eat" by naming a letter and when the child finds it, he/she eats it! Another activity that focuses attention on letter names is to hold up a letter and say, "I found the letter 'P.' Does anyone's name start with this letter?"

**Phonemic Awareness:** Hide a letter under a cup and say, "This letter makes the /s/ sound. Can you guess what letter it is?" When they do, of course, they get to eat it.

**Scaffolding Children's Learning:** To help children identify and discriminate letters, have them sort letters into groups ("put all the 'A's' in this bowl").

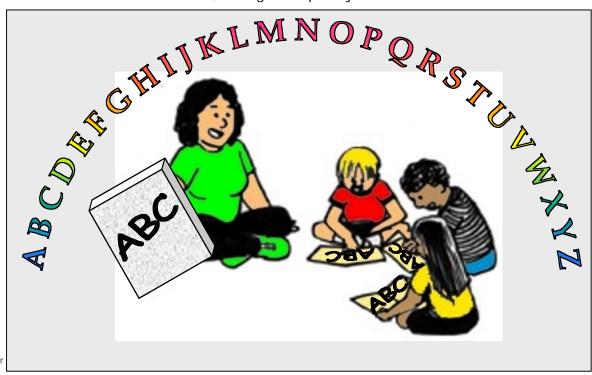
Sorting letters into groups of like letters requires visual discrimination and classification ability. Finish the activity by letting the children eat the letters from one bowl ("Andrew, you can eat all the A's").

For children who are just learning to identify letter shapes and names, you can adapt this activity by making it a matching activity. Matching letters is a first step toward recognizing that each letter is unique and has its own shape and name. You can place one on the table and the children find the matching letter.

Start with letters that are familiar to the children, such as the letters that are actually in the children's names. Provide an example so the child will have a visual cue to the sequence of the letters in his/her name.

**Monitoring Progress:** Ask the children to tell you the names of the letters in their pile. Then ask them to spell their names using the alphabet cereal. Some children will be able to find the letters of their name from a pile and then sequence those letters in the correct order, while others may be able to find just the first letter of their name.

**Extending Activities:** Children may also want to spell other words, such as the names of families and friends, or high frequency words in their environment.



#### **Pocket Names**

#### **Prekindergarten Curriculum Guidelines:**

- The child begins to associate the names of letters with their shapes
- The child identifies 10 or more printed alphabet letters
- The child begins to notice beginning letters in familiar words
- The child begins to make some letter-sound matches
- The child begins to identify some high frequency words (age 4)





Activity Description: Help children learn to recognize names by making a pocket chart. Fill each pocket with a valuable classroom resource -- copies of your students' names! Pocket charts are easy to make with the library pockets that are available at your Education Service Center. For long-lasting pocket charts, you can laminate the pockets before making the chart. Write one child's name on each pocket. Place copies of children's names in the pockets for use in daily classroom activities.

**Classroom use:** Children can glue their names on art projects, envelopes, letters, gifts for friends, lists, signs, and more. The pocket names can be a resource for students as they learn to spell their own names and the names of others.

Grouping for Instruction: The "Pocket Names" can be used in any format from whole group instruction to small group instruction to individual work. To use the names in a <u>large group setting</u>, the teacher may ask the class to come to circle time with a copy of their name in hand. To use the names in a <u>small group setting</u>, the teacher may ask each student to choose a name from the chart and then write a letter or draw a picture for that child. To use the names <u>individually</u>, the teacher may ask the child to write his or her name using a model from the chart.

**Getting Started:** Introduce Pocket Names early in the year when children need the most support in learning to write their names. Remind your students that they can use a label from the Pocket Names chart to identify their work.

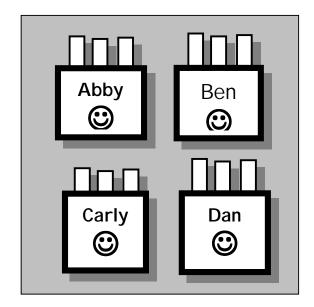


**Focus on Letter Knowledge:** Put the names in ABC order on the chart. For a whole group activity that focuses attention on letter names, sing the ABC song slowly, stretching each letter as you point to children's names that start with that letter. Let children take turns leading the group and pointing to the letters as you sing them as well.

Of course, teachers encourage students to write their own names. The Pocket Names are used to scaffold the child as he/she learns to write. Teaching students to use the Pocket Names also teaches them to look to the resources the room has to offer as opposed to always asking the teacher for help. This is a highly valued skill in elementary school!

**Extending Activities:** Computer labels can be pre-printed with all the students' names and used without any glue involved. Multiple copies can be made and cut into individual names for sorting into the name chart.

**Monitoring Progress:** Observe how the child uses the Pocket Names. The names can be used as a model for the child to copy, as a quick way to label a product, or as a tool to add to illustrations ("This is me and this is my friend. See it's Jenny, it says so right here.")





#### Fishing for Friends

### Prekindergarten Curriculum Guidelines for Letter Knowledge and Early Word Recognition:

- The child begins to associate the names of letters with their shapes
- The child identifies 10 or more printed alphabet letters
- The child begins to notice beginning letters in familiar words
- The child begins to make some letter-sound matches
- The child begins to identify some high frequency words (age 4)

#### Materials and Preparation:

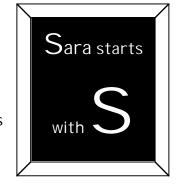
- 1. For this activity, make a set of fish-shaped game cards, one for each child in your class.
- 2. Take an individual picture of each child in your class, and glue one child's picture on each fish.
- 3. On the other side of the fish, write the child's name.
- 4. Put a paper clip on the fish's mouth so it can be caught with a pretend fishing pole. To make the fishing pole, attach a small, powerful magnet to the end of a string and then tie it to the end of a short dowel stick.

**Getting Started:** Scatter the fish on the floor, name side <u>up</u> and photo side <u>down</u>. Children take turns fishing with the pole, trying to catch a fish and read the name on the back before they look at the picture. Once the fish has been "reeled in" the child can look on the other side and check their answer.

**Song:** (to the tune of "The Farmer in the Dell") "A fishing we will go, A fishing we will go, We'll play a game, and read a name, and then we'll let it go."

Focus on Letter Knowledge: Before the game begins, have the children tell the first letter of their names. Write these letters on a chart or chalkboard. As each fish is caught and named, ask children to find the matching letter on the board.

Focus on Phonemic Awareness: As children are taking





#### Fishing for Friends

their turns one by one, the rest of the group sings along.

Play a guessing game by asking the children to guess which "fish" you're thinking of by saying just the first sound:

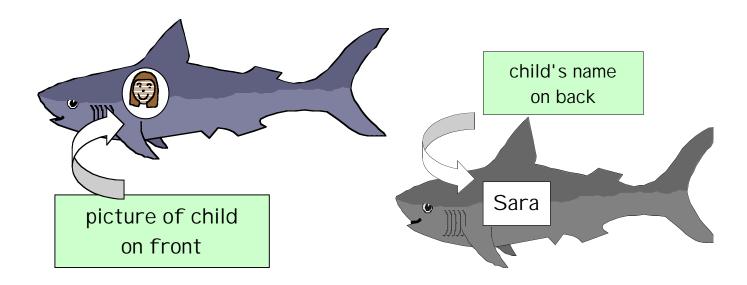
"I think she might catch the /Mmmmmm/ fish. Which fish start with the /Mmmm/ sound? The children guess: "Marco! Maria! Matthew!"

#### Scaffolding Children's Learning:

- Start with just a few children in the group. Small group instruction reduces "wait time," the number of choices, and the length of the game.
- Provide opportunities for children to pass the fish out to their classmates, matching names and faces with real people.
- As the year goes on, more children can be added to the group, or the game can be played independently in a learning center.

**Extending Activities:** When fish are not in use, they can be used as a display entitled, "Look who is swimming in our school!"

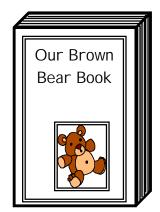
**Monitoring Progress:** Observe the children as they play this game. Ask questions that focus the children's attention on the beginning letters on each fish. Make a note of children for whom this activity is difficult, and give them extra practice time with teacher support and guidance.



#### Brown Bear, Brown Bear, Who Do YOU See?

#### Prekindergarten Curriculum Guidelines for Print and Book Awareness:

- The child begins to understand that print runs from left to right and top to bottom
- The child begins to understand some basic print conventions
- The child begins to recognize the association between spoken and written words by following print as it is read aloud
- The child understands that a book has a title and an author
- The child understands that illustrations carry meaning but cannot be read



**Getting Started:** After reading the Bill Martin, Jr. book, <u>Brown Bear, Brown Bear, What Do You See?</u>, make a home-made class book based on this pattern.

You will need an individual picture of each child in your class (holding the class teddy bear, if desired). Take a group picture of the class with the same teddy bear for the last page of the book.

To make the book, start by creating a book cover, including both the title and the authors' names. Each child signs his/her name on the cover.

The first page of the book is a picture of the class teddy bear all by itself, with the words: "Brown Bear, Brown Bear, who do **YOU** see?" written under the bear's picture.

The next page has a child's picture with the answer, "I see \_\_\_\_\_ looking at me."

To reinforce the child's understandings of print conventions, be sure to write the repetitive lines on the same place on each page. Repetitive books provide predictability both in text and in layout.



Work with the children in small groups as they work on their own pages. Each child will fill in the missing words of the pattern: "(Name, Name), Who do YOU see? I see (Next Name) looking at me."

The last page of the story names each child individually, just as the last page of <u>Brown Bear, Brown Bear, What Do You See?</u> repeats all the animals and people included in the story.

Assemble all the pages to make a class book. Then place this soon-to-be-favorite in the Library Center in your room.

**Extending Children's Learning:** Act out the story. Line the children up in the order of your book, and have them follow the pattern using the class teddy bear as the first character. The bear can be passed from child to child as they repeat the lines of the story.

**Monitoring Progress:** Make an audio tape or a videotape of individual children reading this book. Do this several times during the year, dating each session. Note the child's growing awareness of book awareness, print concepts and early word recognition over time.

For example, the first time a child reads the book, he/she might turn the pages to see the picture of who comes next instead of looking at print. Later in the year the child might be able to look at the first letter in a name as a clue to what the name is. By the end of the year, the child may be able to fingerpoint and track print as he/she reads the entire story aloud.





We're "bear-y" good readers!

#### The Little Name Train That Could



Prekindergarten Curriculum Guidelines for Print and Book Awareness:

- The child understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems
- The child understands that print carries a message by recognizing labels, signs, and other print forms in the environment

Materials and Preparation: To develop this activity, make a train out of construction paper or poster board cars. Cut out one train car for each child in your class. Make extra for new students who move in during the year. Laminate the train cars or use clear contact paper to make a sturdy, wipe-off product. Create an engine and a caboose, add a train track and you're ready to start!

**Getting Started:** Write one child's name on each car. Display the train cars at children's eye level near the exit door in your room. When it is time to line up, use the train cars to help children learn to recognize their names and the names of their classmates.

Hold up one card at a time, reading the name out loud, and ask that child to come join the train.

Change the order each day each day to challenge the children's early word recognition skills.

When the children are familiar with this activity, here are some ideas to vary the routine and make it more challenging:

• Ask one or two children to pass out the train cars to all the children in the class. You can use this to assess children's letter and early word recognition skills.



- Call the children to line up by categories such as color ("All the red cars line up first. then the green cars, and then the blue cars"); or type of car ("Calling all box cars; calling all coal cars; now the tankers, now the cattle cars!") or first letter in their names ("All the names that start with "B" line up").
- Pass out the cards to the children in random order, and ask them to find the person whose name is on the card.
- When the children are in a line, you can ask questions such as, "Who is in front of you?" "Who is behind you?" "Who is in the middle of our train?" or "Who are you in front of?" to help build language skills.

**Focus on Letter Knowledge:** Line the children up in ABC order.

**Focus on Phonemic Awareness:** Ask the children to line up by letter sound instead of letter name. For example, children whose names begin with the /b/ sound line up.

**Scaffolding Children's Learning:** Add picture cues (photographs) at the beginning of the year when children have less experience with identifying their names in print.



We're on the right track for reading!



and Language Arts

#### **Building Motor Skills for Writing**

There are many classroom activities that build fine motor skills. The following suggestions are for children who need extra support and encouragement to successfully engage in activities that involve the fine motor skills needed for drawing and writing.

#### **Gross Motor Activities**

Body control develops throughout childhood in a pattern from proximal control (trunk stability) to distal control (from the shoulder to the hand, from the hip to the foot). Children need opportunities to use the large muscles in their trunk area, shoulders, and arms, as well as the small muscles in their hands. Climbing a ladder on the outdoor play equipment strengthens arm and hand muscles. Swinging requires balance and involves coordination of the trunk, arms, and legs, while also improving hand strength. Holding on to the handlebars of a tricycle, steering, pedaling, and changing speeds involves a great deal of coordination and skill. Pulling a friend in a wagon requires strength and coordination, too. (Besides, it is great fun!)

#### Chalkboard Work

When children work on a vertical surface such as a chalkboard or easel, they can utilize upper body strength, stability, and control while working on fine motor activities such as drawing, coloring, painting, and writing. Ask children to imitate different types of lines: vertical lines, circular scribbles, horizontal lines, intersecting lines, parallel lines, diagonal lines, and finally shapes and letters. Start with lines that stretch from top to bottom of a chalkboard or wipe-off board, and then try left-to-right lines. (These activities can also be used with a paintbrush and water at the chalkboard, or with paint and paper at the easel.)

\* Hint: don't throw those little pieces of chalk away. Small pieces of chalk require that children use their fingertips to hold the chalk while providing practice using a pincer grasp (between thumb and index finger).

#### Flannel Board

Place a flannel board with characters and objects from a familiar story in a vertical position. While children develop their language skills telling a story or reciting a finger play, they are also developing large motor skills through reaching and fine motor skills by grasping the flannel pieces.

#### Self Help Skills

Activities of daily living provide opportunities to develop small motor coordination. Putting coats on and taking coats off, buttoning and zipping, opening doors, washing and drying hands, opening and closing backpacks and lunchboxes, and learning to eat neatly all work to enhance fine motor skill development.

#### **Fingerpaint**

Try fingerpainting with different substances such as shaving cream, pudding, cool whip, hand lotion, liquid soap, or any other interesting texture. It is also great fun to fingerpaint on surfaces other than paper, like a standing mirror or a window.

Texas Center for Reading

#### **Building Motor Skills for Writing**

#### Other Activities to Exercise Dexterity

- Hide small objects in putty and challenge children to find all of the hidden objects.
- Fingerplays that isolate movements in one finger at a time improve dexterity.
- Turning the pages of a book involves coordination and fine motor skills.
- Picking up small objects and putting them in a container also develops dexterity and control.

#### Adding Letters to Your Activities

Letters that are usually easiest for children to learn to write are those that contain straight lines or circular lines. Letters with diagonal lines or that change direction are typically more difficult for children to learn write first. Children will usually want to learn to form the letters in their name, regardless of the difficulty level.

#### **Activities for Letter Formation**

- Teach children how to form letters with playdough or clay (roll playdough into snakes, pinch it, and shape into letters).
- Flatten playdough and demonstrate how to write in it with the end of a lollipop stick, then let the child copy what you write.
- Write a letter on the chalkboard and let the child trace over it with his/her finger until it is all erased.
- Let the child observe you slowly writing a letter with a crayon or marker on paper and then let the child imitate.

#### **Adapting Classroom Writing Utensils**

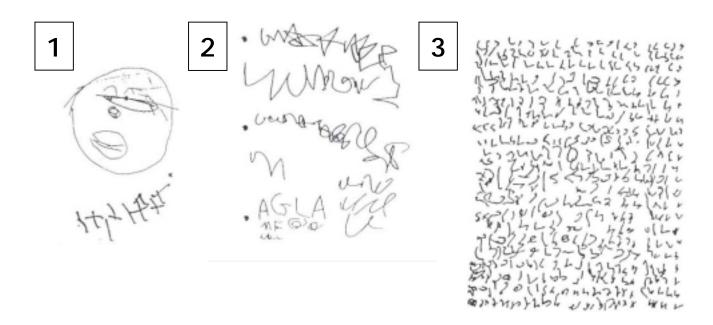
Some children have a preference for larger writing utensils such as fat pencils or crayons. Others prefer the more narrow versions of the same materials. Offer a choice and let children experiment to find what works best. For children who need more support for simply holding a pencil in their hands, there are some simple modifications you might try:

- Build up the pencil or crayon by inserting it into the sponge part of a sponge hair roller.
- Stick the pencil through a sponge ball for another way to provide hand support.



Consult with your special education support staff if your concerns about a child's motor development continue.

# Writing Around the World



Children from all over the world who come from literate cultures go through similar stages of writing development.

Work with a partner or group to identify the language source (not the country) for each of the writing samples on this handout.

Each was written by a 4-year-old from a different part of the world.



THOROGRAPOROROR OR OR OR OTHER 
# **Taking Dictation**

#### When taking individual dictation from children, you can:

- use open-ended questions to encourage children's use of language.
- record the child's words exactly as they are said, without correcting grammar or word choices.
- reread the child's words: again, not changing the original utterance.
- write at the rate the child is speaking. If necessary, ask the child to wait a moment so you can write all of the words.
- give the child time to compose his/her ideas
- give the child permission to change his/her mind.

#### When taking group dictation from children, you can:

- record children's words exactly as they are spoken.
- write each child's contribution on a new line.
- write punctuation marks in a different color.
- limit the length of the product by either the number of children or the length of the space (for example, 5 children or one page).
- reread each statement, pointing to each word so as to direct the children's attention from left to right and top to bottom.
- reread the entire text again.

#### adapted from:

Neuman, S.B., Copple, C. & Bredekamp, S. (2000). *Learning to read and write:*Developmentally appropriate practices for young children. Washington, DC: National Association for the Education of Young Children.

Wortham, S.C. (1998) Early childhood curriculum: Developmental bases for learning and teaching. Columbus, OH: Merrill.



# The Writing Center

Things to Write	Things to	Things to	Accessories:
On:	Write With:	Write In:	
unlined newsprint	crayons (thick,	sand*	stapler
construction paper	thin, homemade)	shaving cream*	date stamp
stationery	soap crayons	finger paint	scissors
cardboard	pencils <i>(regular</i>	mud (spray dirt	glue
posterboard	lead, primary,	with a spray	tape
notepads	colored,	bottle)*	envelopes
textured paper	mechanical)	pudding*	stamps
order forms	markers (thin,	toothpaste*	telephone book
business forms	fat, washable,	liquid soap with	carbon paper
office forms	permanent, fine	food coloring*	alphabet
appointment books	line, Crayola	cold cream or	stamps
receipts	"Changeables",	hand lotion*	"to" & "from"
calendars	"Overwriters",	whipped I vory	stamps
checklists	and "Crazy Tips")	Snow*	brads
applications	pens (ball point,	syrup	chart rings
phone messages	different colors,	textured	ready-made
attendance slips	click-style,	tempera	books
coupons	unusual shapes)	(textured with	newspapers
scraps of paper	squiggly pens	salt, sawdust,	maps/globes
envelopes	typewriter	soap flakes,	magazines
clipboards	computer	glitter, sand,	catalogs
chalkboards	alphabet stamps	etc.)	comic books
dry erase boards	magnetic letters	honey	calendars
magic slates	sidewalk chalk		menus
memo boards	cotton swabs	*for use at sand	dictionary
murals	roll-on bottles	and water table	paper clips
windows	squeeze bottles		
plexiglass	feathers		
carbon paper	straws		
Post-It Notes			
walls			

(compiled by Darrington & Diefendorff, 1994)

Early Literacy Guide Activity # 8

# Revisiting the Prekindergarten Curriculum Guidelines Partner Share

Write down three ideas for implementing the Prekindergarten Curriculum Guidelines on Early Literacy that you plan to use in your classroom. Discuss your ideas with a partner. Then write down your partner's three favorite ideas.

EARLY LITERACY DEVELOPMENT	3 IDEAS I PLAN TO IMPLEMENT IMMEDIATELY	MY PARTNER'S 3 FAVORITE IDEAS
Print And Book Awareness		
Phonological Awareness		
Letter Knowledge And Early Word Recognition		
Written Expression		

# Reprints

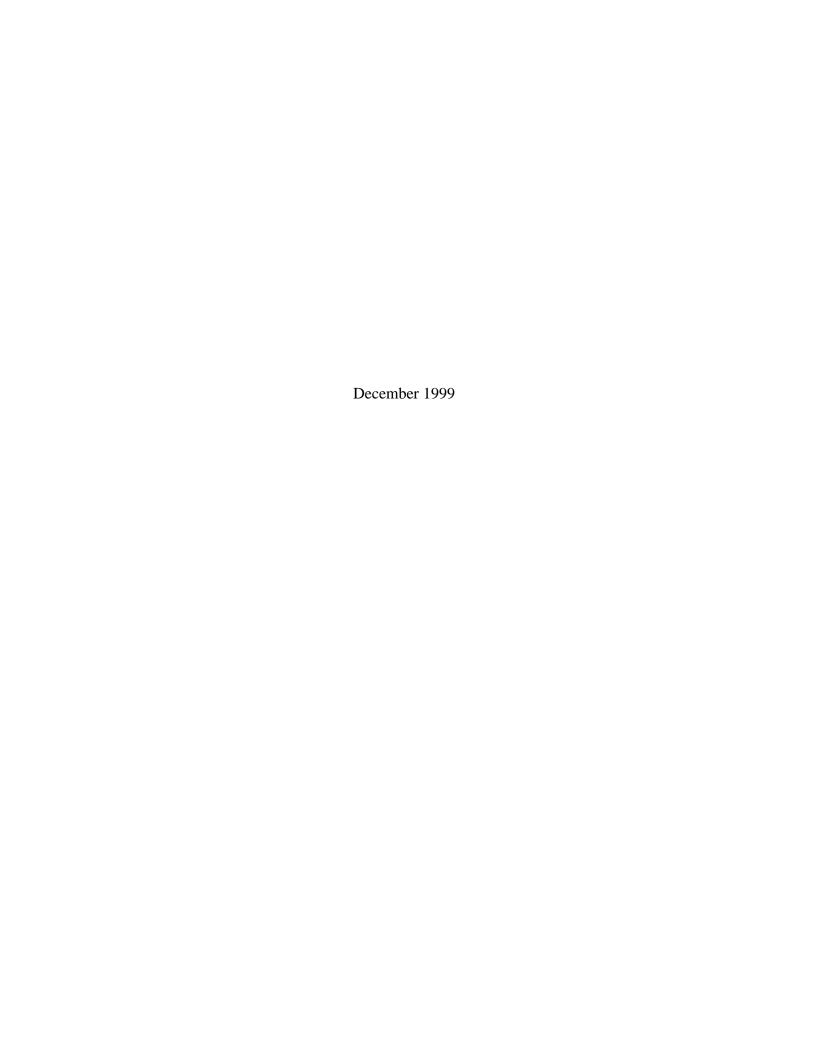
# Prekindergarten Curriculum Guidelines

After the initial free distribution to authorized institutions, additional copies of this document may be purchased from Publications Distribution, Texas Education Agency, P. O. Box 13817, Austin, Texas 78711-3817. To purchase copies, please use the order form found in the back of this publication. With the high demand for educational materials, however, the supply may be exhausted at times.

This document may be duplicated as needed.

Questions concerning this document may be directed to the Division of Curriculum and Professional Development at (512) 463-9581 or <a href="http://www.tea.state.tx.us">http://www.tea.state.tx.us</a>.

**Texas Education Agency** 



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# PREKINDERGARTEN CURRICULUM GUIDELINES

Research confirms the value of early education for young children. Prekindergarten programs that support effective teaching practices have been shown to lead to important growth in children's intellectual and social development, which is critical to their future academic success. Quality programs that provide challenging but achievable curriculum engage children in thinking, reasoning, and communicating with others. With teacher direction and guidance, children respond to the challenge and acquire important skills and concepts.

The purpose of this document is to help educators make informed decisions about curriculum content for prekindergarten children. The guidelines are based on knowledge of theory and research about how children develop and learn; they reflect the growing consensus among early childhood professional organizations that a greater emphasis be placed on young children's conceptual learning, acquisition of basic skills, and participation in meaningful and relevant learning experiences. The guidelines also delineate the content that children are to learn and what they should be able to achieve. Finally, the guidelines provide a means to align the prekindergarten programs with the Texas Essential Knowledge and Skills (TEKS).

The guidelines describe specific goals for prekindergarten children in each content area. The intent of this organizational design is to ensure that all three- and four-year-old children have the opportunity to strive towards these goals. Due to age differences and previous experiences, however, children will have a great diversity of knowledge. Some children, regardless of their age level, will be at the beginning of the learning continuum, while others will be further along. Children with disabilities may need accommodations and modifications of the guidelines in order to benefit from them. For children whose first language is not English, the student's native language serves as a foundation for knowledge acquisition. Students in a prekindergarten English as a Second Language (ESL) program should receive instruction in a manner they can understand and that is commensurate with their proficiency level in English. Children's current strengths and skills should serve as the starting point for new experiences and instruction rather than become a limitation. To use these guidelines to the best advantage and to extend the learning of skills and concepts, teachers must build on children's existing competencies.

These guidelines are important tools to help teachers define and implement a comprehensive curriculum. Such a curriculum helps to build connections between subject matter disciplines by organizing the large amounts of information children must learn into a set of meaningful concepts. Using concepts from the guidelines, teachers can work across disciplines to provide many opportunities for children to achieve knowledge and skills.

This document presents the commissioner's guidelines for prekindergarten curriculum. Because there is no state-required prekindergarten curriculum, use of these guidelines is

voluntary. Texas Education Code § 29.153 contains statutory requirements concerning prekindergarten.

# **Language and Early Literacy**

During the prekindergarten years, children's experiences with communication and literacy begin to form the basis for their later school success. Given adequate opportunities to interact with responsive adults and peers in language and print-rich environments, young children develop vocabulary, extended language skills, and knowledge of the world around them. They develop listening comprehension and phonological awareness; understanding of the everyday functions of print; motivation to read; appreciation for literary forms; and print awareness and letter knowledge. They learn what books are and how to use them. Understanding the value of literacy as a means of communication, as well as coming to enjoy reading, are accomplishments typical of the future good reader. These language and literacy accomplishments are best achieved through activities that are integrated across different developmental areas: cognitive development, fine and gross motor development, and social and emotional development. It is important to consider native language, augmentative communication, and sensory impairments in accomplishing these guidelines.

Prekindergarten educators should provide opportunities to promote language and literacy learning in children who speak a language other than English. Except where specified, the following guidelines outline language and literacy accomplishments for three- and four-year-old children in their native language. For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Specific guidelines for the language and literacy development of prekindergarten children whose home language is not English in English-only settings appear below in each domain.

# **Language and Early Literacy Development**

#### (1) Listening Comprehension

Prekindergarten-aged children are able to comprehend what they hear in conversations and in stories read aloud with increasing accuracy, though three-year-old children may respond in single words or brief phrases to some questions, especially "why," "how," and "when" questions. Children demonstrate understanding through their questions, comments, and actions. Prekindergarten children in English as Second Language (ESL) settings listen purposefully to English-speaking teachers and peers to gather information about their new language.

#### The child:

- listens with increasing attention
- listens for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)
- understands and follows simple oral directions
- enjoys listening to and responding to books
- listens to and engages in several exchanges of conversations with others
- listens to tapes and records, and shows understanding through gestures, actions, and/or language
- listens purposefully to English-speaking teachers and peers to gather information and shows some understanding of the new language being spoken by others (ESL).

#### (2) Speech Production and Speech Discrimination

Young children must learn to vocalize, pronounce, and discriminate the sounds and words of language. Although most children in prekindergarten can accurately perceive the difference between similar-sounding words, they continue to acquire new sounds and may mispronounce words quite often in their own speech. The ability to produce certain speech sounds such as /s/ and /r/ improves with age. Just as infants and toddlers develop control over the sounds of their first language, young children in ESL settings gradually learn to pronounce the sounds of the English language.

#### The child:

- perceives differences between similar sounding words (e.g., "coat" and "goat," "three" and "free," [Spanish] "juego" and "fuego")
- produces speech sounds with increasing ease and accuracy
- experiments with new language sounds
- experiments with and demonstrates growing understanding of the sounds and intonation of the English language (ESL).

#### (3) Vocabulary

Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children's previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know.

#### The child:

- shows a steady increase in listening and speaking vocabulary
- uses new vocabulary in everyday communication
- refines and extends understanding of known words
- attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning
- links new learning experiences and vocabulary to what is already known about a topic
- increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL).

#### (4) Verbal Expression

Effective communication requires that children use their knowledge of vocabulary, grammar, and sense of audience to convey meaning. Three- and four-year-old children become increasingly adept at using language to express their needs and interests, to play and pretend, and to share ideas. Children's use of invented words and the overgeneralization of language rules (for example, saying "foots" instead of "feet" or [Spanish]"yo no cabo" instead of "yo no quepo") is a normal part of language acquisition. Second language learners in English-only prekindergarten settings may communicate nonverbally (e.g., through gestures) before they begin to produce words and phrases in English. The ESL accomplishments noted below represent a developmental sequence for second-language acquisition in young children.

- uses language for a variety of purposes (e.g., expressing needs and interests)
- uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech
- uses language to express common routines and familiar scripts
- tells a simple personal narrative, focusing on favorite or most memorable parts
- asks questions and makes comments related to the current topic of discussion
- begins to engage in conversation and follows conversational rules (e.g., staying on topic and taking turns)
- begins to retell the sequence of a story
- engages in various forms of nonverbal communication with those who do not speak his/her home language (ESL)
- uses single words and simple phrases to communicate meaning in social situations (ESL)
- attempts to use new vocabulary and grammar in speech (ESL).

#### (5) Phonological Awareness

Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken words. It includes recognizing and producing rhymes, dividing words into syllables, and identifying words that have the same beginning, middle, or ending sounds. Phonological awareness represents a crucial step toward understanding that letters or groups of letters can represent phonemes or sounds (i.e., the alphabetic principle). This understanding is highly predictive of success in beginning reading. Some basic proficiency in English may be prerequisite to the development of phonological awareness in English for second-language learners.

#### The child:

- becomes increasingly sensitive to the sounds of spoken words
- begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems
- begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way (e.g., "dog," "dark," and "dusty," [Spanish] "casa," "coche," and "cuna")
- begins to break words into syllables or claps along with each syllable in a phrase
- begins to create and invent words by substituting one sound for another (e.g., bubblegum/gugglebum, [Spanish] calabaza/balacaza).

#### (6) Print and Book Awareness

Through their daily experiences with reading and writing, prekindergarten children learn basic concepts about print and how it works. They learn that print carries meaning and can be used for different purposes. They begin to differentiate writing from other graphic symbols and recognize some of the common features of print (for example, that writing moves from left to right on a page and is divided into words).

- understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems
- understands that print carries a message by recognizing labels, signs, and other print forms in the environment
- understands that letters are different from numbers
- understands that illustrations carry meaning but cannot be read
- understands that a book has a title and an author
- begins to understand that print runs from left to right and top to bottom
- begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces)
- begins to recognize the association between spoken and written words by following the print as it is read aloud

•	• understands that different text forms are used for different functions (e.g., lists shopping, recipes for cooking, newspapers for learning about current events, le and messages for interpersonal communication).		

#### (7) Letter Knowledge and Early Word Recognition

Letter knowledge is an essential component of learning to read and write. Knowing how letters function in writing and how these letters connect to the sounds children hear in words is crucial to children's success in reading. Combined with phonological awareness, letter knowledge is the key to children's understanding of the alphabetic principle. Children will use this sound/letter connection to begin to identify printed words.

#### The child:

- begins to associate the names of letters with their shapes
- identifies 10 or more printed alphabet letters
- begins to notice beginning letters in familiar words
- begins to make some letter/sound matches
- begins to identify some high-frequency words (age 4).

#### (8) Motivation to Read

Prekindergarten children benefit from classroom environments that associate reading with pleasure and enjoyment as well as learning and skill development. These early experiences will come to define their assumptions and expectations about becoming literate and influence their motivation to work toward learning to read and write.

#### The child:

- demonstrates an interest in books and reading through body language and facial expressions
- enjoys listening to and discussing storybooks and information books read aloud
- frequently requests the re-reading of books
- attempts to read and write independently
- shares books and engages in pretend-reading with other children
- enjoys visiting the library.

#### (9) Developing Knowledge of Literary Forms

Exposure to storybooks and information books helps prekindergarten children become familiar with the language of books and story forms. Children develop concepts of story structure and knowledge about informational text structures, which influences how they understand, interpret, and link what they already know to new information.

- recognizes favorite books by their cover
- selects books to read based on personal criteria

- understands that books and other print resources (e.g., magazines, computer-based texts) are handled in specific ways
- becomes increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story
- begins to predict what will happen next in a story
- imitates the special language in storybooks and story dialogue, and uses it in retellings and dramatic play [(such as "Once upon a time...")]
- asks questions and makes comments about the information and events from books
- connects information and events in books to real-life experiences
- begins to retell some sequences of events in stories
- shows appreciation of repetitive language patterns.

#### (10) Written Expression

Prekindergarten-aged children generate hypotheses about how written language works and begin to explore the uses of writing for themselves. They also begin to ask adults to write signs and letters for them. Through these early writing experiences, young children develop initial understandings about the forms, features, and functions of written language. Over time, children's writing attempts more closely approximate conventional writing.

- attempts to write messages as part of playful activity
- uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as "I love you" or [Spanish] "Te quiero")
- attempts to connect the sounds in a word with its letter forms
- understands that writing is used to communicate ideas and information
- attempts to use a variety of forms of writing (e.g., lists, messages, stories)
- begins to dictate words, phrases, and sentences to an adult recording on paper (e.g., "letter writing," "storywriting").

# **Mathematics**

Mathematics learning builds on children's curiosity and enthusiasm, and challenges children to explore ideas about patterns and relationships, order and predictability, and logic and meaning. Consequently, quality instruction occurs in environments that are rich in language, encourage children's thinking, and nurture children's explorations and ideas. These ideas include the concepts of number pattern, measurement, shape, space, and classification.

#### (1) Number and Operations

Understanding the concept of number is fundamental to mathematics. Children come to school with rich and varied informal knowledge of number. A major goal is to build on this informal base toward more thorough understanding and skills. Children move from beginning to develop basic counting techniques in prekindergarten to later understanding number size, relationships, and operations.

#### The child:

- arranges sets of concrete objects in one-to-one correspondence
- counts by ones to 10 or higher
- counts concrete objects to five or higher
- begins to compare the numbers of concrete objects using language (e.g., "same" or "equal," "one more," "more than," or "less than")
- begins to name "how many" are in a group of up to three (or more) objects without counting (e.g., recognizing two or three crayons in a box)
- recognizes and describes the concept of zero (meaning there are none)
- begins to demonstrate part of and whole with real objects (e.g., an orange)
- begins to identify first and last in a series
- combines, separates, and names "how many" concrete objects.

#### (2) Patterns

Recognizing patterns and relationships among objects is an important component in children's intellectual development. Children learn to organize their world by recognizing patterns and gradually begin to use patterns as a strategy for problem-solving, forming generalizations, and developing the concepts of number, operation, shape, and space. Pattern recognition is the first step in the development of algebraic thinking.

#### The child:

- imitates pattern sounds and physical movements (e.g., clap, stomp, clap, stomp,...)
- recognizes and reproduces simple patterns of concrete objects (e.g., a string of beads that are yellow, blue, blue, yellow, blue, blue)
- begins to recognize patterns in their environment (e.g., day follows night, repeated phrases in storybooks, patterns in carpeting or clothing)
- begins to predict what comes next when patterns are extended.

#### (3) Geometry and Spatial Sense

Geometry helps children systematically represent and describe their world. Children learn to name and recognize the properties of various shapes and figures, to use words that indicate direction, and to use spatial reasoning to analyze and solve problems.

#### The child:

- begins to recognize, describe, and name shapes (e.g., circles, triangles, rectangles—including squares)
- begins to use words that indicate where things are in space (e.g., "beside," "inside," "behind," "above," "below")
- begins to recognize when a shape's position or orientation has changed
- begins to investigate and predict the results of putting together two or more shapes
- puts together puzzles of increasing complexity.

#### (4) Measurement

Measurement is one of the most widely used applications of mathematics. Early learning experiences with measurement should focus on direct comparisons of objects. Children make decisions about size by looking, touching, and comparing objects directly while building language to express the size relationships.

- covers an area with shapes (e.g., tiles)
- fills a shape with solids or liquids (e.g., ice cubes, water)
- begins to make size comparisons between objects (e.g., taller than, smaller than)
- begins to use tools to imitate measuring
- begins to categorize time intervals and uses language associated with time in everyday situations (e.g., "in the morning," "after snack")
- begins to order two or three objects by size (seriation) (e.g., largest to smallest) (age 4).

#### (5) Classification and Data Collection

Children use sorting to organize their world. As children recognize similarities and differences, they begin to recognize patterns that lead them to form generalizations. As they begin to use language to describe similarities and differences, they begin sharing their ideas and their mathematical thinking. Children can be actively involved in collecting, sorting, organizing, and communicating information.

- matches objects that are alike
- describes similarities and differences between objects
- sorts objects into groups by an attribute and begins to explain how the grouping was done
- participates in creating and using real and pictorial graphs.

# **Science**

Young children are natural scientists. They are eager to discover all they can about the world in which they live. In prekindergarten, children participate in simple investigations that help them begin to develop the skills of asking questions, gathering information, communicating findings, and making informed decisions. Using their own senses and common tools, such as a hand lens, students make observations and collect information. Through these processes, prekindergarten children learn about their world.

Children enter the prekindergarten classroom with many conceptions about the natural and constructed world-ideas that they have gained from prior experiences. Meaningful science learning experiences help children investigate those pre-existing ideas while building a foundation for additional knowledge. These meaningful experiences increase children's understanding of the natural world, living things, cycles, change, and patterns—concepts that organize the learning of science.

#### (1) Science Processes

Children use the processes of science to develop an understanding about their world. They use their senses to gather information, make tentative statements about events and relationships, and begin to test observations, draw conclusions, and form generalizations. Children learn by participating in a simple investigation (for example, adding water to a dried-up sponge), and then thinking about it, and finally discussing what happened. This inquiry approach enables students to build understanding over time.

- begins to demonstrate safe practices and appropriate use of materials
- asks questions about objects, events, and organisms
- shows an interest in investigating unfamiliar objects, organisms, and phenomena
- uses one or more senses to observe and learn about objects, events, and organisms
- describes observations
- begins to perform simple investigations
- gathers information using simple tools such as a magnifying lens and an evedropper
- explores by manipulating materials with simple equipment, (e.g., pouring from a cup, and using a spoon to pick up sand or water)
- uses simple measuring devices to learn about objects and organisms
- compares objects and organisms and identifies similarities and differences
- sorts objects and organisms into groups and begins to describe how groups were organized
- begins to offer explanations, using his or her own words

- predicts what will happen next based on previous experience
- solves simple design problems (e.g., making a box into a little house for a storybook character, toy, or pet)
- participates in creating and using simple data charts
- shares observations and findings with others through pictures, discussions, or dramatizations.

#### (2) Science Concepts

As prekindergarten children learn science skills, they develop concepts about the natural and constructed environment. They identify components of the natural world including rocks, soil, and water. Children observe and describe changes, and they name organisms and describe basic needs of living things. Prekindergarten children observe cycles (for example, wet and dry) and structures (such as fences or buildings) and describe simple patterns that help predict what will happen next. They compare and sort objects and organisms based on observable differences and similarities. The children begin using what they know to solve problems, such as where to hang a wet cloth so it will dry quickly. The prekindergarten children can also develop an awareness that investigations help them learn about the natural world, that certain questions can be answered by investigations, and that those answers can change as new observations are made.

- observes and describes properties of rocks, soil, and water
- describes properties of objects and characteristics of living things
- begins to observe changes in size, color, position, weather, and sound
- identifies animals and plants as living things
- groups organisms and objects as living or nonliving and begins to identify things people have built
- begins to recognize that living things have similar needs for water, food, and air
- begins to identify what things are made of (e.g., distinguishing a metal spoon from a plastic spoon)
- uses patterns (such as growth and day following night to predict what happens next)
- identifies similarities and differences among objects and organisms
- begins to use scientific words and phrases to describe objects, events, and living things.

# **Social Studies**

Social studies concentrate on the nature of people and their world, the heritage of the past, and contemporary living and culture. The social studies are both integral to young children's lives and of great interest to them. Driven by a desire to know and achieve mastery over self and their environment, children are eager to gain understanding of the many aspects of their cultural and environmental world. Through social studies, children begin to develop the self-understanding that will serve as a foundation for learning about others and the world around them.

Although all aspects of education have the goal of preparing children to become contributing members of society, social studies are particularly well suited to foster the skills and attitudes necessary for participation in a democracy. Skills such as problem-solving, decision-making, and working independently and with others in a classroom prepare children to become fully functioning citizens.

#### (1) Individual, Culture, and Community

All children live in some type of group or social organization. Prekindergarten children must learn the skills of communicating, sharing, cooperating, and participating with others. These individual skills are necessary for all groups to function successfully and fairly. The better children are able to understand others, the more they will feel a sense of community and connection with other people and with their world.

#### The child:

- shares ideas and takes turns listening and speaking
- cooperates with others in a joint activity
- identifies and follows classroom rules
- participates in classroom jobs and contributes to the classroom community
- identifies similarities among people like himself/herself and classmates as well as among himself/herself and people from other cultures
- begins to examine a situation from another person's perspective.

#### (2) History

Prekindergarten children are aware of time and begin to organize their lives around it. Threeand four-year-old children learn to depend on events and routines that occur in a regular and predictable order. They begin to understand past events and how these events relate to present and future activities, demonstrating evidence of their growing understanding of time, change, and continuity.

#### The child:

- identifies common events and routines (e.g., snack time, storytime)
- begins to categorize time intervals using words (e.g., "today," "tomorrow," "next time")
- recognizes changes in the environment over time (e.g., growth, seasonal changes)
- connects past events to current events (e.g., linking yesterday's activity with what will happen today)
- begins to understand cause-and-effect relationships (e.g., if one goes outside in the rain, one will get wet).

#### (3) Geography

Geographic thinking for young children begins with the concepts of location and direction. Children use directions to locate their relative position in space and to locate their home and school in their community. They learn to recognize common features in their immediate environment and begin to represent them symbolically through drawings and constructions.

#### The child:

- identifies common features in the home and school environment (e.g., the library, the playground)
- creates simple representations of home, school, or community through drawings or block constructions
- begins to use words to indicate relative location (e.g., "front," "back," "near," "far")
- identifies common features of the local landscape (e.g., houses, buildings, streets).

#### (4) Economics

In prekindergarten, children learn about the world of work in their community. They explore the roles and relationships of consumers and producers, and become aware that people produce services as well as goods. Children learn that their community benefits from many different people working in many different ways.

- understands the basic human needs of all people for food, clothing, and shelter
- understands the roles, responsibilities, and services provided by community workers
- becomes aware of what it means to be a consumer.

## **Fine Arts**

Young children express their ideas, thoughts, and feelings using a variety of symbols. Through their art, music, and dramatic play, children actively engage in representing what they know and how they think, using problem-solving strategies to express ideas in different forms. The fine arts enhance children's ability to interpret symbols and are associated with growth in all areas of development, including academic learning.

#### (1) Art

Children explore a wide variety of materials and make discoveries about color, shape, and texture through art experiences. They learn to express what they know and begin to recognize how others express themselves through art. They also begin to gain control of fine-motor muscles and practice hand-eye coordination.

#### The child:

- uses a variety of materials (e.g., crayons, paint, clay, markers) to create original work
- uses different colors, surface textures, and shapes to create form and meaning
- begins to use art as a form of self-expression
- shares ideas about personal artwork
- begins to show interest in the artwork of others.

#### (2) Music

Three- and four-year-old children express themselves through singing and movement, and by playing simple instruments. Like art, music is a form of experiencing, learning, and communicating with others. Children learn to experiment with music concepts, volume, tempo, and sound. They begin to appreciate different types of music.

- participates in classroom music activities
- begins to sing a variety of simple songs
- begins to play classroom instruments
- begins to respond to music of various tempos through movement
- begins to distinguish among the sounds of several common instruments.

#### (3) Dramatic Play

Creative drama in prekindergarten involves young children in expressive and spontaneous productions. Children demonstrate their unique interpretation to music, songs, and stories through movement and dramatic experiences. These experiences contribute to children's ability to communicate more effectively and engage in cooperative activity with others.

- expresses feelings through movement
- begins to create or recreate stories, moods, or experiences through dramatic representations
- begins to engage in dramatic play with others.

# **Health and Safety**

Young children learn health-promoting habits and routines in prekindergarten. In these early years, they develop basic concepts, attitudes, and skills about nutrition, safety, hygiene, and physical activity that contribute to their well being. Children's experiences with their health and discovery of ways to improve it enhance their desire and ability to make wise decisions for healthy living in the future.

#### (1) Health

Health education includes personal hygiene and nutrition education. Children learn that regular hygiene routines and good nutrition are important to their health.

#### The child:

- becomes aware of routine healthy behaviors (e.g., brushing teeth)
- begins to follow health-promoting routines (e.g., washing hands)
- begins to understand the need for exercise and rest
- refines use of eating utensils
- begins to recognize and select healthy foods
- prepares simple healthy snacks.

#### (2) Safety

Prekindergarten children acquire everyday routines and procedures to remain safe and avoid injury. They learn about fire, traffic, environmental and personal safety, and what to do in emergency situations.

- recognizes the danger of fire and learns to treat fire with caution
- responds appropriately during a fire drill
- knows how to seek help in an emergency
- knows how to cross a street safely
- recognizes the symbol for poison
- knows never to eat substances that are not food
- recognizes the danger of poisonous substances, including drugs
- knows not to talk to, accept rides from, or take treats from strangers
- knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult
- knows never to take medicine unless it is administered by an adult

• knows about safe behavior around bodies of water (e.g., pools, lakes).

# **Personal and Social Development**

Prekindergarten children develop personal and social skills that enable them to function well within the social setting of the classroom. Children develop a sense of who they are and their capabilities, and establish positive relationships with others, which enables them to effectively participate in class and community and accomplish meaningful tasks.

#### (1) Personal Development

Children develop a sense of self in prekindergarten. They begin to show initiative in learning and begin to take greater responsibility for their own behavior. They learn to channel their energies in ways that promote effective learning experiences.

#### The child:

- develops a sense of personal space
- expresses interests and self-direction in learning
- begins to show self-control by following classroom rules
- begins to be responsible for individual behavior and actions
- begins to show greater ability to control intense feelings (e.g., anger).

#### (2) Social Development

Children develop interpersonal and social skills for communicating with others. They learn alternatives for resolving conflicts and communicating their needs and feelings verbally, and they begin to develop and maintain productive relationships with other children.

- begins to share and cooperate with others in group activities
- respects other people's space and personal belongings
- begins to develop friendships with others
- begins to express thoughts, feelings, and ideas through language as well as through gestures and actions
- responds to the suggestions of others.

# **Physical Development**

Movement is at the center of young children's lives. Prekindergarten children participate in experiences that foster fundamental motor and movement skills, such as walking and running, which are necessary for participation in games and sports throughout life. They begin to develop gross motor skills that involve throwing, catching, and kicking, and fine motor skills that involve greater precision and accuracy of movement.

#### (1) Physical Movement

Children explore their physical space and understand how their bodies function in space through active movement experiences. They become more skillful and expressive in their movement from one point in space to another through running, jumping, hopping, and skipping movements.

#### The child:

- explores moving in space
- shows an awareness of name, location, and relationship of body parts
- moves within a space of defined boundaries, changing body configuration to accommodate the space
- becomes more able to move from one space to another in different ways (e.g., running, jumping, hopping, skipping)
- becomes more able to move in place (e.g., axial movements such as reaching, twisting, turning, and bending)
- begins to move in rhythm
- begins to participate in group games involving movement (e.g., Duck, Duck, Goose).

#### (2) Gross-Motor Development

Gross-motor development requires thought and deliberate movement. Three- and four-yearold children develop greater control of gross-motor manipulative movements that involve giving force to objects and receiving force from objects. Throwing, catching, bouncing, and kicking are fundamental gross-motor manipulative skills.

- begins to throw or kick an object in a particular direction
- begins to play catch with a bean bag or a large ball
- bounces a large ball and catches it
- begins to coordinate arms and legs (e.g., swinging, stretching).

# (3) Fine-Motor Development

Fine-motor manipulative movements involve object-handling activities that emphasize motor control, precision, and accuracy of movement. Using a computer mouse, cutting with scissors, and drawing are the foundational skills needed for the demands of handwriting and other small-motor skills in later school years.

- begins to develop pincer control in picking up objects (e.g., weaving, touching small objects)
- begins to practice self-help skills (e.g., zipping, buttoning)
- begins to hold writing tools with fingers instead of with a fist
- begins to manipulate play objects that have fine parts
- begins to use scissors.

# **Technology Applications**

Young children have much to gain from use of technology. In prekindergarten, they expand their ability to acquire information, solve problems, and communicate with others. Regular access and exposure to computers and related technology can enhance this learning. Children use engaging, age-appropriate, and challenging software, and technology to extend their knowledge and to enrich their learning of curriculum content and concepts. These technologies serve as important learning tools and are integrated throughout the instructional program.

Children learn the basic functions of the computer and related technologies. They develop techniques for handling and controlling various input devices, and become increasingly confident and independent users of age-appropriate software programs.

- starts, uses, and exits software programs
- uses a variety of input devices, such as mouse, keyboard, voice/sound recorder, or touch screen
- begins to use technical terminology, such as "mouse," "keyboard," "printer," "CD-ROM"
- follows basic oral or pictorial cues for operating programs successfully
- enjoys listening to and interacting with storybooks and information texts (e.g., multimedia encyclopedia) in electronic forms
- uses a variety of software packages with audio, video, and graphics to enhance learning experiences (e.g., improving vocabulary, increasing phonological awareness).

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# **Learning to Read and Write:**

Developmentally Appropriate Practices for Young Children A joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC)

http://www.naeyc.org/about/position/psread98.pdf

Reprinted with permission from the National Association for the Education of Young Children. In Young Children, July 1998, 53 (4): 30-46. 1509 16<sup>th</sup> Street, N.W., Washington, DC 20036-1426. 202-232-8777. 800-424-2460. FAX: 202-328-1846.

# Starting out right

A Guide to Promoting Children's Reading Success <a href="http://books.nap.edu/books/0309064104/html/44.html">http://books.nap.edu/books/0309064104/html/44.html</a>

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#### **Other Resources:**

**Phonemic Awareness** 

http://www.creativeteachingpress.com/products.html

Assessing and Correcting Reading and Writing Difficulties <a href="http://vig.abacon.com/product/0,2371,0205274382,00.html">http://vig.abacon.com/product/0,2371,0205274382,00.html</a>

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