Preschool Literacy



"What to do on Monday morning!"

Clarissa Willis, PhD
clarissawillis.com
clarissa@clarissawillis.com

Kimberly Davis, MA
kimberly.davis@fayar.net

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What kind of work does Kylie's mom do?



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Dear Mrs. Jones,

I wish to clarify that I am not now, nor have I ever been, an exotic dancer.

I work at Home Depot. I told Kylie how hectic it was last week before the blizzard hit. I told her we sold out every single shovel we had, and then I found one more in the back room, and that several people were fighting over who would get it.

Her picture doesn't show me dancing around a pole. It's supposed to depict me selling the last snow shovel we had at Home Depot.

Sincerely,
Mrs. Smith

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Literacy and Language Continuums

Stages of Literacy Development	Stages of Language Development
Getting Ready Listening Falling in Love with Sounds	Responds to prosody Phoneme recognition
Developing Oral Language Extending and Enriching Vocabulary Matching Words to Thoughts and Actions	Attaches meaning to words Recognizes word boundaries Recognizes and uses nouns and verbs. *Phonemic awareness is a stronger predictor of reading success than intelligence.*
Comprehending Enacting, Dramatizing, Recreating Stories Answering Multi-level Questions Mastering syntax	Recognizing other grammatical functions *Spoken comprehension correlates to written comprehension.*
Understanding Functions of Print Environmental Print Spatial Orientation Part/Whole Relationships Putting Thoughts on Paper	Most language activity moves to left hemisphere
Acquiring Reading Skills Reading Predictable Text Developing Sight Words Phonemic Awareness	All language activity moves to left hemisphere

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Research to Practice: Lesson Cycle

- Focus
  - Questions
  - Interesting statements
  - Photos
- Develop
  - Tap into prior knowledge
  - Point out likenesses and differences
  - Identify patterns
  - Demonstrate or discuss relevance of the material
- Practice
  - Hands-on
  - Follows the lesson as closely as possible
- Reflect
  - How will I use this information?
  - How has my thinking changed?



5

You may have tangible wealth untold,
Caskets of jewels and coffers of gold,
Richer than I you will never be,
I had a mother who read to me.
Strickland Gillilan
(1869-1954)

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Brain Compatible Strategies

- **Be knowledgeable**
- **Be intentional**
- **Follow a continuum.**
- **Use a lesson cycle that enhances processing**
- **Keep activities hands-on**
- **Engage both hemispheres**
- **Use developmentally appropriate activities as a springboard.**
- **Nurture disposition. Make it joyful!**



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Components of Literacy

Comprehension

Print Concepts

Oral Language and Vocabulary

Listening

Phonological Awareness



What order should they be in and why?

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Listening

Oral Language and Vocabulary

Phonological Awareness

Print Concepts

Comprehension

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Listening



- Listening is the foundation for all literacy development—until children can listen, they cannot develop vocabulary or build comprehension.
- Listening begins in the womb. During the fifth month of pregnancy, the baby's hearing is developed enough to hear sounds from outside the womb.
- Children are especially curious about the sounds of language, right from birth.
- Attention span is a large part of listening skills and is developed with maturity. The general rule of thumb is one minute of attention for each year of development, up to the age of five, when the child picks up an additional minute. This rule continues up to the adult attention span, which is 20 minutes.
- Because children and adults can use their attention spans for three rounds before they are too exhausted to focus, an adult can listen for an hour before losing the ability to stay focused.

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Listening



- This means that a four-year-old can listen for about 12 minutes before losing his or her attention.
- A five-year-old can listen for 18 minutes before losing attention.
- Attention span must be exercised to maximize its potential. With a little practice, children will be able to listen for the full length of their capability.
- Children also need to learn to listen for details, which require learning to prioritize the information that is heard.
- Children exercise their attention spans as they practice following directions, listen to stories, and participate in conversations

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Stop, Look, and Listen!



Introducing and Developing the Lesson

- Ask the children to show you their ears.
- Engage them in a discussion about listening and how they use their ears to listen.
- Play Stop, Look, and Listen! Tell the children that you are going to play a song and that while the song is playing they should dance and move creatively. When the music stops, tell the children they must
  1. Stop.
  2. Look at you.
  3. Listen for what you ask them to do. (Jump one time, stand on one foot, shake hands with a friend, and so on).
- Practice the game several times. It may be necessary to remind the group what to do when the music stops.
- Invite one of the children to be the "leader" in the game.
- After a few rounds of the game, stop and ask the children some questions, such as, "How did you know when to dance and when to stop?"

Practicing the Lesson

- Provide rhythm band instruments in the Music Center for the children to play Freeze. Suggest that one child play an instrument, while other children dance to the sound of the instrument and stop when the sound of the instrument stops.
- Provide a book and listening tape or CD in the Listening Center. Have the children listen for the sound of the ringing bell to know when to turn the page of the book.

Reflecting on the Lesson

Ask the children:

- *Could you play the game with a blindfold on?*
- *Do you need your ears to play the game? How do you use your ears?*

Listening for Directions

Introducing and Developing the Lesson

- Ask for a volunteer and then tell that child to get a specific book from the library.
- Give the child directions, telling him three specific things. For example, "Gabrielle, will you go to the Library Center and bring me the book with the dinosaur on the front and the red letters!"
- When the volunteer returns with the book, discuss the three things he had to listen for—*dinosaur, front of the book,* and *red letters.* What would have happened if he had not listened to all three parts of the directions?
- Invite the children to follow the directions in "Teddy Bear, Teddy Bear" (see page 265 in the Appendix).
- Invite the children to make up new lines to the chant.

Practicing the Lesson

- Play Simon Says: Select a child to be Simon. Have Simon stand in front of the other children. When Simon prefaces an instruction with "Simon Says," as in "Simon says, 'Stand up,'" the children should do it, and when Simon does not say "Simon Says," as in "Stand up," they should not do it. Encourage Simon to use two- and three-part directions. For example, "Simon says, 'Touch your ear and turn around.'"
- Record directions for an art project. Have the children listen to the directions prior to doing the art project. For example, the directions for marble painting might be: 1) Select a sheet of construction paper; 2) Place your paper into the box provided; 3) Use the spoon to remove a marble from a cup of paint and place it into the box; and 4) Move the box back and forth to roll the marble across your paper and create a design.

Reflecting on the Lesson

Ask the children:

- *Have you ever made a mistake because you didn't listen to the directions? When?*
- *Do you need to follow directions when you brush your teeth? Play a game?*

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Back-to-Back Listening



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Oral Language and Vocabulary

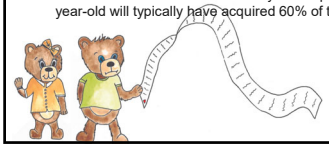
Oral language development refers to the building of vocabulary and the perfecting of the accuracy of grammar. The goal is to produce fluency in speaking.

An infant with a talkative caretaker will have about 181 more words in her vocabulary than a child with a caretaker who is not as talkative.

By the age of two, the gap has grown to 294 more words. This information alone provides a strong case for talking as much as possible to young children.

The size of a child's vocabulary is one of the most accurate predictors of how successful that child will be when formal reading instruction is introduced.

The most fertile time for vocabulary development is from birth to age five. A five-year-old will typically have acquired 60% of their lifetime vocabulary.



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Oral Language and Vocabulary

The more vocabulary building opportunities children encounter, the greater the chance their vocabularies will grow.

The more vocabulary they have, the more they acquire. It is natural to use more vocabularies with children who seem to be more articulate. The more you use, the more they pick up.

That is why it is important to spend extra time working on the vocabulary development of a child with a speech and/or language delay. Often, because of these delays, they do not have the same opportunities their peers have to develop their language skills.

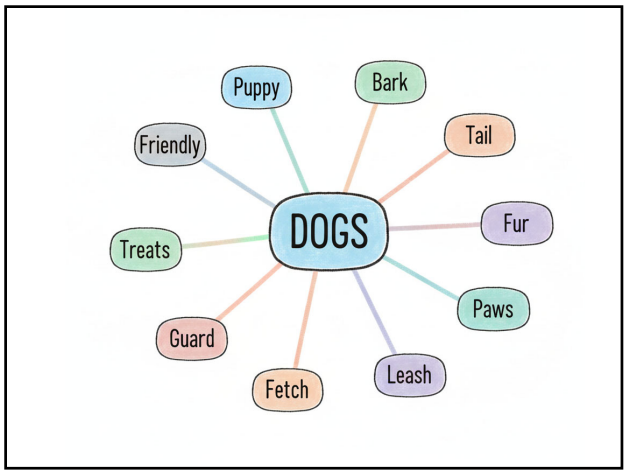


Opportunities for developing children's vocabulary occur throughout the day in the classroom.

There are vocabulary opportunities during group discussions and when children sing or listen to a story. However, you must be in tune to these opportunities to capitalize on them.

Staying in tune is a big part of becoming more intentional and purposeful in your teaching.

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Introducing and Developing the Lesson

- Engage the children in a discussion about dogs. Ask them what they know about dogs. "Does anyone have a dog?"
- Create an information word web. Make a circle on chart paper. Print "dogs" in the center of the circle.
- As the children tell you what they know about dogs, encourage them to use complete sentences.
- Write the information they provide about dogs on lines that extend out from the circle.
- Use masking tape to make a circle on the floor with lines extending out from the circle to simulate the word web. Place a picture of a dog in the circle.
- Provide a basket full of items with some that are related to dogs (collar, bone, can of food, squeaky toy, ball, and so on) and some that are not related to dogs (glove, doll, crayon, scissors).
- Challenge the children to find the items related to dogs and place them on the lines around the circle to create a concrete word web.

Practicing the Lesson

- Fill the Library Center with books about dogs.
- Visit a pet store or kennel, or invite someone to bring a dog to class. Invite the children to help you make a list of things they notice about dogs.
- Encourage the children to draw pictures of dogs.
- Sing songs about dogs, such as "Bingo" and "Fiddle-I-Fee" (see pages 254 and 256 in the Appendix).

Reflecting on the Lesson

Ask the children:

- *What did you learn about dogs today?*
- *What information about dogs was most interesting to you?*

Make a Word Web

Children will

- develop vocabulary.
- speak in complete sentences.
- engage in conversation.

Vocabulary

describe
know
sentences
web
word

Materials

basket
books about dogs
chart paper
marker
items that relate to a dog (collar, can of food)
items that are not related to a dog (glove, doll, crayon, scissors)
masking tape
paper or plastic bone
picture of a dog

Oral Language and Vocabulary

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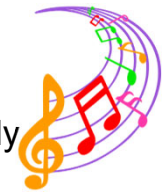
Oral Language and Vocabulary

Singing Enhances Learning

- Increases alertness (oxygen)
- Enhances memories (endorphins)
- Energizes thinking (cross-lateral movements)
- Provides a transition
- Encourages pattern processing.
- Provides support for literacy skills.

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Other Benefits of Singing



1. Builds new skills
2. Practice previously learned skills
3. Builds self-esteem

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Three Visually Challenged Mice



Three blind mice
Three blind mice
See how they run
See how they run
They all ran after Farm John
Together they had so much fun
Three Blind Mice
Three Blind Mice

21

Welcome Song (sung to the tune of *Three Visually Challenged Mice)*



Hello _____ (child's name)
Hello _____ (child's name)
I'm glad you're here.
I'm glad you're here.
Let's put your things away
and find out what to do today.
I'm glad you're here!
I'm glad you're here!

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Think of a song you like to sing

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Oral Language and Vocabulary

Stages of Communication



1. "It's all about me" – Egocentric Stage
2. "I want it" – Requesting Stage
3. Actions and reactions – Emerging Communication Stage
4. Two-way street – Reciprocal Communication Stage

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Oral Language and Vocabulary

It's all about me-Egocentric stage

- **Children in this stage might communicate by:**
  - reaching her hands out to indicate "I want."
  - scream, cry, or yell out, when she doesn't get something she wants.
  - smile or laugh when someone looks at her.
  - be very shy around strangers.
  - not interact with other children, but interact with adults who are familiar to them.
  - experiment with how language sounds and repeat phrases repeatedly



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Oral Language and Vocabulary

"I want it"-Requesting Stage

The "I want it" or requesting stage occurs as the child learns cause and effect. During this stage, a child starts to see communication as a means to get what he wants.

Children in this stage might communicate by:



grabbing your hand and pulling you toward something he wants.saying a few basic words.

moving his body, when you are interacting with him to communicate

"I want more."begin to sign the word "more," by putting his hands together.

approximating words or attempting a few new words.

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Oral Language and Vocabulary

Emerging Communication



- The child who functions in the emerging communication stage is beginning to use communication in a more functional manner.
- They are starting to understand that they can repeat the same action, gesture, or word and it gets the same result.
- Children in this stage will put two words together and seem to enjoy repeating what they just heard.
- The communication interactions that occur with the child are much longer and more sustained than in the previous stages.

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Oral Language and Vocabulary

Emerging Communicators will communicate by:

- taking turns.
- understanding the names of those familiar to them.
- repeating what they just heard.
- using gestures more consistently, such as shaking their head no.
- answer simple questions.
- asking for something or requesting that you continue something.
- using words or signs in a more meaningful way.



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Oral Language and Vocabulary

Two-Way Street- Reciprocal Communication



- characterized by more direct communication with a partner.
- Often, children in this stage are more prone to communicate with an adult than with a peer.
- Will communicate if they have a strong need or a motivation to get something from the other child.
- Spontaneous initiation in children who are neurodivergent is very rare. If the child communicates they still need for conversations to be very concrete and literal.

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Oral Language and Vocabulary

Children in the Reciprocal Communication Stage communicate by:



- intentionally using words to greet, ask for something, protest something, ask questions, and tell about something.
- expressing ideas and feelings that are relevant to them.
- having short conversations
- repeat something, if they think the listener does not understand.
- start to use longer sentences with more descriptive words.

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Oral Language and Vocabulary

Activity

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Phonological Awareness

- The sounds of language are the building blocks of literacy!
- Phonological awareness is sensitivity to sound. It is an umbrella covering everything from babbling and cooing to blending of sounds and decoding.
- For preschool children, the umbrella includes sound discrimination activities such as recognizing same and different sounds, playing with onomatopoeic words, matching rhyming word pairs, and identifying the repetitive sound in an alliterative phrase or sentence.

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Phonological Awareness

- The foundation for sound discrimination is wired in the brain during the first year of life, as a neuron is assigned to every sound in a baby's native language (44 phonemes in English).
- The more the child is spoken to, sung to, and read to, the more discriminate the neurons become. The brain is so fertile to sound during the first year of life that it is capable of wiring sounds for as many different languages as it experiences.
- Opportunities for the development of phonological awareness occur on a regular basis in the classroom.
- We can capitalize on alliteration, onomatopoeic words, and rhyming word patterns in songs that we sing, books that we read, and activities that we plan. We must be vigilant in watching for opportunities and turning those sound experiences into lessons.

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Phonological Awareness

- **Alliteration**—The repetition of a consonant sound in a series of words, such as, “Peter Piper picked a peck of pickled peppers.” Children can hear the repetition of the /p/ sound, but do not necessarily need to identify that the sound is made by the letter P.
- **Onomatopoeia**—Words that sound like what they describe, for example, “pitter-patter,”“moo,”“quack,” “beep,” and so on.
- **Rhyming words**—Words with the same ending sound.
- **Segmentation**—The ability to isolate sounds from a stream of speech; to hear individual words within a sentence and syllables within a word.
- **Sound discrimination—**The ability to hear differences in sounds; to determine likeness and differences in sounds.

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Phonological Awareness

Children will recognize the repetiton of beginning consonant sounds

Introducing and Developing the Lesson?

- Read Tony the Tiger
- Remind the children that repetitive beginning sounds are called alliteration.
- Tell the children that they will be learning more about alliteration. Tell them to keep their ears open and be on“Alliteration Alert.”
- List the children’s names on chart paper.
- Challenge the group to make up an alliterative name for each child.
- Encourage the children to use their alliterative names throughout the day.
- Be sure to acknowledge children when they use their classmate’s alliterative names.

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Phonological Awareness

Children will recognize the repetition of beginning consonant sounds

Tony the Terrifying Tiger

Terrifying teeth
Terrifying toes
Terrifying tail
Totally terrifying
Teeny, tiny tiger?



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Phonological Awareness

Children will recognize the repetition of beginning consonant sounds



Practice:

Alliterative names

- Write the children's names on the white board
- Invite children to help you make up 'positive' names for each child.
- Encourage them to use the names throughout the day.

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Phonological Awareness

Onomatopoeia—Words that sound like what they describe, for example, "pitter-patter,""moo,""quack," "beep," and so on.

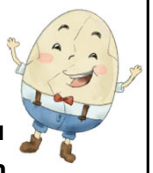
- Sing "Old MacDonald Had a Farm" Discuss the sounds the animals make in the song.
- Explain that words that sound like what they are describing are called onomatopoeia.
- Tell the children they will be learning about words that describe the sounds animals make.
- Place a variety of plastic animals inside a paper bag. Ask for volunteers who, one at a time, draw an animal from the bag and describe the sound the animal makes.
- Make a list on chart paper of the onomatopoeic words that the children use to describe animal sounds.
- Give the children several plastic animals.
- Invite them to create a sequence of animals and point to animal while making the sound for the animal instead saying the animal's name.
- What happens if you arrange the animals into patterns?
- Do the sounds they make also create a pattern?



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Phonological Awareness

Rhyming Words



When someone starts to bully you
Don't stand there until it's through
Find a teacher or adult friend
They can make the teasing end
Defend yourself with what you say
Then turn your back and walk away

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Phonological Awareness

Segmentation

- **Place plastic animals inside a tub.**
- **Have the children remove them one at a time and determine how many syllables are in the animal's name.**
- **Encourage the children to sort the animals by number of syllables in their name.**
- **Provide paper plates to use as sorting trays.**
- **Print the numbers 1–4 in the center of the plates.**



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Phonological Awareness

Sound Discrimination

1. Ask for three volunteers and tell them to stand. Whisper an action in their ears. Give two children the same action and the other a different action. For example, you might ask two children to clap their hands and the third child to turn around. Ask the class which children are doing the same thing and which child is doing something different.
2. Tell the children that they will practice recognizing things that are the same and things that are not the same. When things are not the same they are different.
3. Show children two items that are exactly alike and one that is different. For example, you might show children three blocks, two that are square and one that is a rectangle.
4. Discuss things that are the same and things that are different. Show as many examples as possible. Show two same letters and one different letter, two same-color crayons and one different-color crayon, two same cups and one different cup.
5. Children will need to understand the concepts of same and different before they will be able to identify same and different sounds in words.

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Print Concepts



- Print awareness is the knowledge that printed words move from left to right and from top to bottom.
- It is also the awareness that print has many functions—labeling items, creating lists, conveying information in newspapers, telling stories in books, identifying exits and entrances, and so on.
- Print awareness begins when children start to identify their favorite restaurant by its logo or sign or point out that a stop sign means stop. This is referred to as environmental print.
- Some children will begin to combine letters to make words, usually starting with their own names.
- Others will actually pretend to write a message by making pretend letters (using letter approximations)
- Research has shown that to learn to recognize print in the environment, children with special needs require more visual cues, such as pictures, to help them.

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Print Concepts



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What is this picture about?



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Comprehension

- Comprehension is the internalization of story. It occurs when children have an opportunity to retell stories in their own words, act out stories, and listen to stories that are not accompanied by illustrations.
- Comprehension occurs as children make the story their own.
- Comprehension is enhanced when children use higher-level thinking skills; make applications, conduct analyses, experiment with synthesis, and make evaluations. Activities and questions should encourage these skills. Children who understand concepts authors use to create stories will use their story language to predict story events and cognitively organize story ideas while listening to stories and involving themselves in the storyline. This strengthens their comprehension of stories while listening.
- In addition, understanding how authors describe settings, develop characters, and organize the storyline helps young children craft their own stories. Because children with special needs often do not have the same internalization skills as their peers, it is important that teachers look for ways to help them involve themselves in the storyline.
- Short attention spans often interfere with developing critical listening skills. In addition, a child with limited language repertoire will need implicit instructions and will need multiple opportunities to understand what words mean and how they are used in context.
- Because comprehension involves both seeing pictures and words and hearing what they are, it is especially important that children with vision or hearing loss receive specialized instruction.
- Stories and activities should be adapted in a way that these children can understand, so that they have the same opportunities to learn comprehension.

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Comprehension

- Story sequence
- Thinking questions
- Retelling stories
- Continued stories
- Venn Diagram
- Story Map
- K-W-L Chart

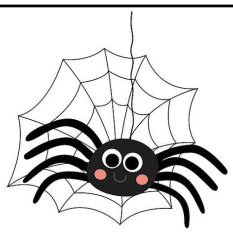


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Comprehension

Story Sequence

1. Sing Itsy Bitsy Spider
2. What happens first, next, last.
3. Talk about what the spider did.
4. Ask questions about why he kept trying?
5. Talk about what it mean to keep trying



SEL Itsy Bitsy Spider Award

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_____ got an Itsy Bitsy Spider Award today for trying to _____.

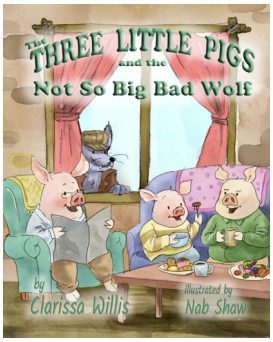
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Thinking Questions

- Analysis (taking information apart): The story has several parts. The first part is about the three pigs finding a note. Let's talk about some of the other parts of the story.
- Synthesis (putting information together in a new way): Let's see how changing one part of the story might make the story different.
- What if the all 3 pigs said, "I am happy to help you"? How would the story be different?
- Evaluation (critical judgment): Let's see what you thought about the story.
- If you could choose to be any character in the story, who would you choose? Why?



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Retelling stories



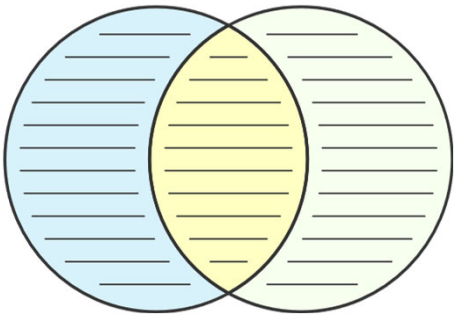
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Continued Stories



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Venn Diagram



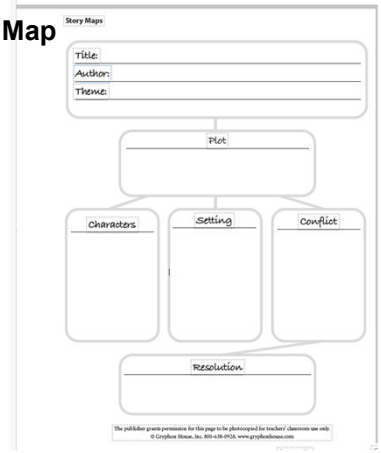
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K-W-L Chart

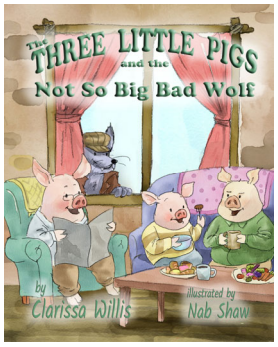
Know	Want to Know	Learned

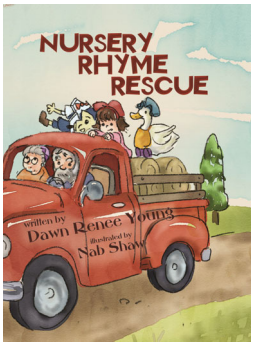
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Story Map



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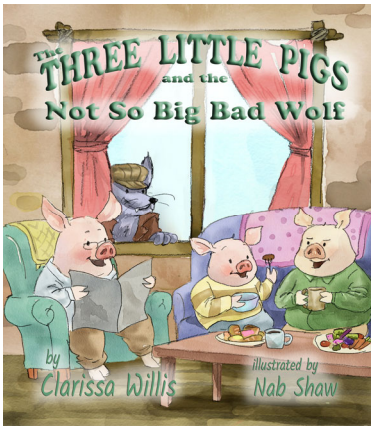


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Dance!



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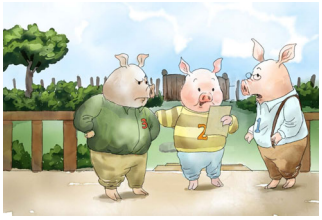
Learning Objectives

- Compare and contrast with the traditional story
- Develop critical thinking skills
- Explore themes of friendship and understanding
- Practice prediction and inference skills
- Build vocabulary
- Enhance social-emotional learning
- Accepting differences

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Pre-Reading (Story Prediction)

- Show the cover and ask students what they notice about the wolf
- Discuss the meaning of "Not-So-Big-Bad"
- Have students predict how this story might be different
- Discuss traditional fairy tales and their elements
- Share experiences about making new friends



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During Reading

Vocabulary

- Construction related terms
- Emotion words
- Character description words

Discussion Questions

1. How is the wolf in this story different from other wolf stories (Traditional Three Little Pigs, Little Red Riding Hood)
2. What do the pigs think about the wolf at first/
3. How do their feelings change?
4. What helps the pigs feel differently about the wolf?



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Creative Writing

- Write a class or group letter from a pig to the wolf.
- Create an alternative ending.
- Design a new house for the pigs.

Arts-crafts

- Design and build pig houses using different materials.
- Create character puppets for retelling.
- Draw a new friend they should invite to the meeting.

STEM Connections

- Talk about recycling
- Discuss other ways animals might help each other
- What would happen to the animal homes if a storm came?
- Social Emotional Connections
- Discuss prejudice and preconceptions
- Role-play making new friends
- Practice solving a problem together (conflict resolution).

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Thank You

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