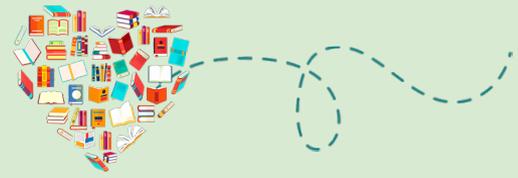


# Children & Families in Early Education Committee

Language and Literacy in  
Early Education Programs

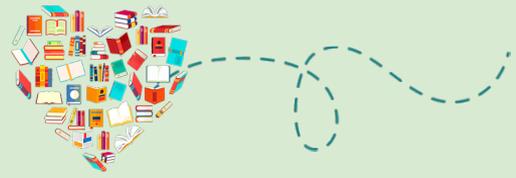
# What is Early Literacy?



Early literacy is what children know about reading and writing before they actually learn to read and write. Early literacy lays the foundation, so that children have the necessary skills when they are developmentally ready to read and write.

Early literacy is not teaching reading, drilling or using flashcards.

# Why is it important?



- Language and Literacy are the foundations for all domains of learning
- Language and Literacy are the foundation for our lives at school, at home, at work, and in our communities
- Language and Literacy are the tools for thinking and communicating

# The Creative Curriculum for Preschool

Riddle Dee Dee

04

Objective 15  
Demonstrates phonological awareness  
Related Objectives: 3, 4, 5, 8, 9, 11, 20, 34

## What You Do

1. Chant the following rhyme, and keep the beat.

Riddle dee dee, riddle dee dee.

Can you make a rhyme with me?

I say [*ball*], you say [*fall*].

[*Ball*], [*fall*], [*small*], [*gall*].

2. Provide the first two rhyming words and invite the children to continue making rhymes with that word.

3. Repeat with a new word.

Clap the Beat

59

Objective 15  
Demonstrates phonological awareness  
Related Objectives: 3, 8, 20, 34

## What You Do

1. Line up several study-related items or pictures in front of the children.

2. Create a rhythmic pattern by clapping each syllable as you name the item, e.g., ba-na-na (3 claps), ap-ple (2 claps), grape-fruit (2 claps), or plum (1 clap).

3. Repeat the clapping syllable rhythm together.

4. Create a new rhythmic pattern by changing the order of the items.

## Alphabet Knowledge and Print

The Creative Curriculum® for Preschool Intentional Teaching Experiences

## LL48 All Interest Areas

Objective 16  
Demonstrates knowledge of the alphabet  
a. Identifies and names letters

Related Objectives 2c, 7a, 8a, 9a, 11a, 16b

## D Is for Door



### What You Do

**Materials:** two sets of alphabet cards, tape

1. Place two sets of alphabet cards on a table. Use one set to attach to various objects around the room that begin with the letter on the card. For example, tape the letter *D* to the door, *F* to the fish food, and *T* to the table. Place the matching letters from the other set on a table where the children can reach them.

2. Invite the children to match additional letters from the first set of alphabet cards to objects around the room, e.g., *B* to blocks shelf. After they have finished, point to a letter taped to an object, and prompt the children to talk about the letter they see.

"Yes, this is a *C* for couch. It makes the /c/ sound. /c/, /c/, couch begins with the /c/ sound. That's the letter *C*."

3. Show the children the second set of letter cards on the table. Explain that each letter taped to an object corresponds to a matching letter card on the table. Help the children find the matching letter, and ask them to tape it next to the letter card on the corresponding object.

"Kaelen, you found the curved letter *C* on the table. You may tape it next to the *C* we found on the couch."

4. Encourage the children to find more letters around the room and then match them with the cards on the table. Each time they find a letter, prompt them to name the letter and talk about its attributes and the sound it makes. Continue the activity for as long as it interests the children.

### English-Language Learners

- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.
- When English-language learners try to participate by saying a single word, respond by integrating that word into a short conversation.
- Pair English-language learners with more proficient English-speakers to attach letters to objects.

### Including All Children

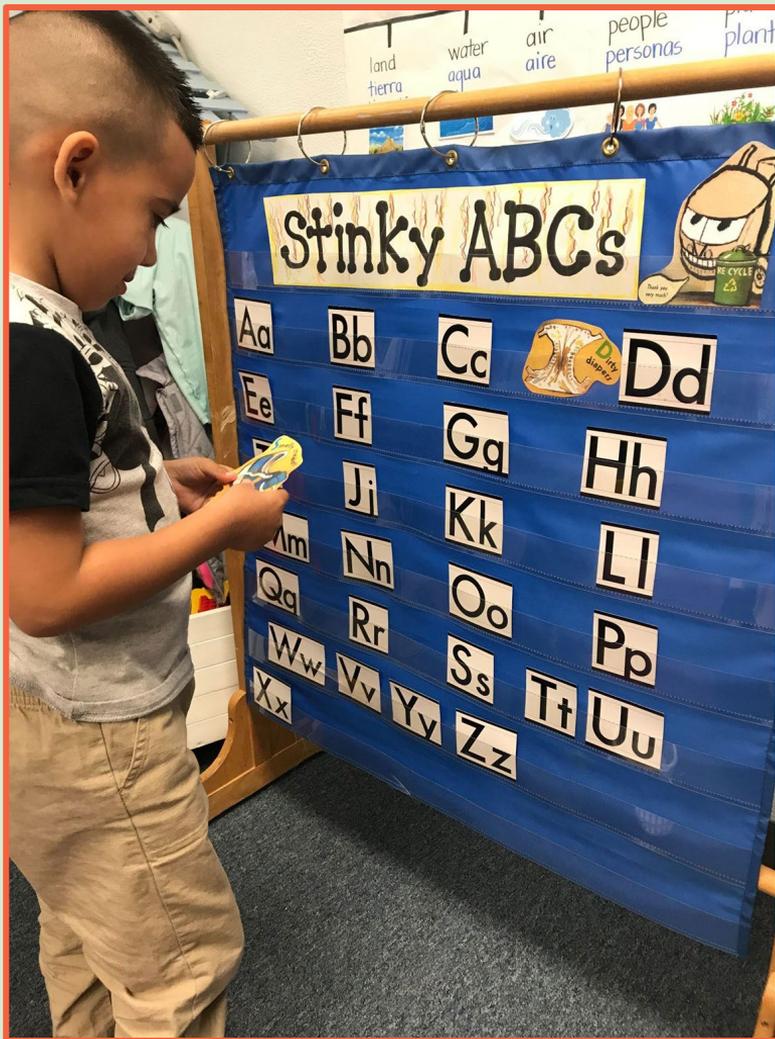
- Bring objects to the table so a child can easily reach and label them.
- Provide large magnetic or textured letters, for a child to feel as you describe them.
- Use double-stick tape on the back of the letters to make it easier for a child to place them next to their objects.

## Phonological Awareness



# Heggerty



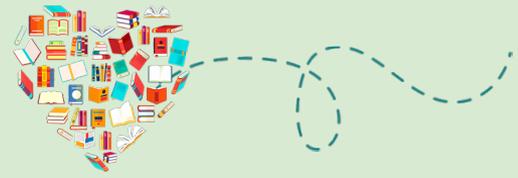


**"Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read."**

~ Marilyn Jager Adams



# Read - Alouds



## Why?

- Primary way to enrich children's vocabulary and oral language
- Promotes phonological awareness
- Helps children gain knowledge of print



Promote literacy as a source of

**ENJOYMENT!**

# Connection to Preschool Transitional Kindergarten Learning Foundations and Kindergarten Common Core State Standards

- **California Preschool Transitional Kindergarten Learning Foundations**

- Reading 3.0- Comprehension and Analysis of Age Appropriate Text

- Foundation 3.2 Understanding Stories

Later (4 to 5 ½ Years)

Demonstrate understanding of details in a story, including knowledge of characters, events, and ordering of events, and use their increased understanding of story structure to predict what might come next when asked.

- **Kindergarten California Content Standards**

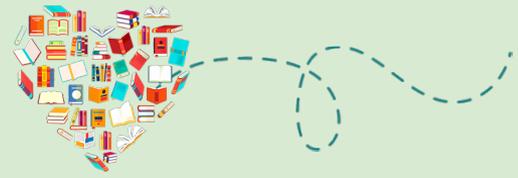
- Reading Literature (RL)

- RLK.1- With prompting and support, ask and answer questions about key details in a text.

- RLK.3- With prompting and support, identify characters, settings, and major events in a story.

- RLK.10- Actively engage in group reading activities with purpose and understanding.

# The Creative Curriculum for Preschool



## Comprehension of Text

### Book Discussion Cards

#### Introduction

The repeated, interactive read-aloud is a research-based approach to helping young children develop comprehension skills and expand their listening and speaking vocabularies.

Early childhood experts who have watched hundreds of teachers read aloud to young children have found that a high-quality storybook needs to be read at least three times for children to understand the complex ideas and story problems presented by the author. Sophisticated illustrated storybooks are best suited for this type of read-aloud. These include stories where the listener or reader must infer characters' feelings, thoughts, and motives (why they act as they do or say certain things). High-quality books also use rich vocabularies, especially words that you don't often hear in children's everyday conversations.



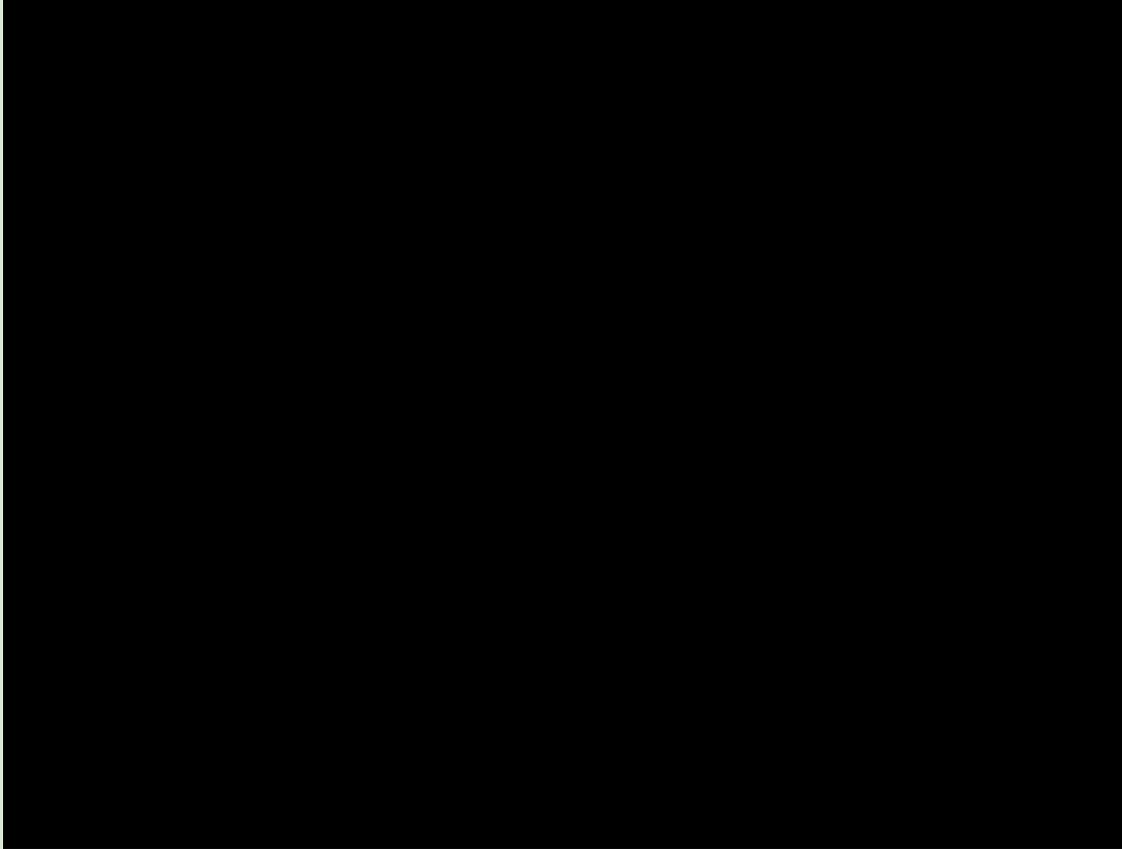
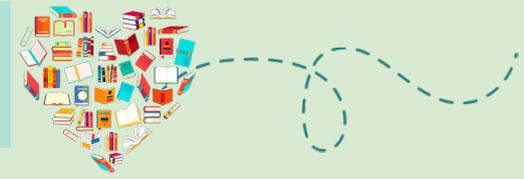
- Reading the story three times over several days.
- Introducing the book before every read
- Introducing new vocabulary and expanding on it using facial expressions, movements or other
- Making analytical comments to show children how to think about characters and events.

## Supporting Teachers and Staff

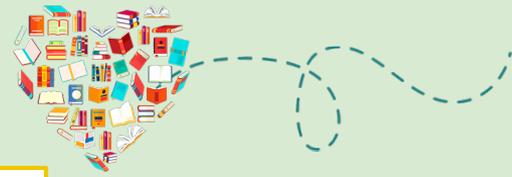


# Reduce, Reuse, Recycle Study

## Estela's Swap



# Engaging, Involving and Supporting Families

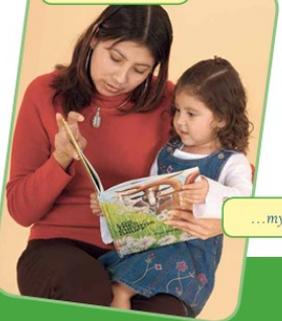


## THE CREATIVE CURRICULUM® LearningGames®

Game 103

### The Duck Said...

Who's that tripping over...



Read a familiar book to your child and pause in the middle of a repeated line.

Your child will practice using words by filling in the blanks of the familiar story.

...my bridge!



THE CREATIVE CURRICULUM®  
LearningGames®  
Copyright 2008 Joseph Spelling



Juego 103

### El pato dijo...

¿Quién está pasando por encima de...?



Léale un cuento conocido a su niña y deténgase en medio de una frase que se repita.

Su niña practicará usando palabras para completar lo que falta en el cuento conocido.

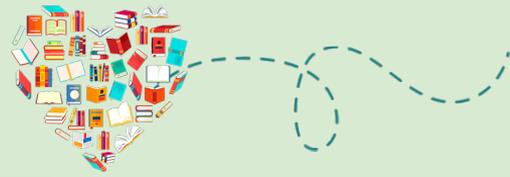
¡... mi puente!



THE CURRICULUM CREATIVO  
Aprendamos Jugando  
Copyright 2008 Joseph Spelling

Esta actividad es apropiada para los niños y para las niñas.

# Engaging, Involving and Supporting Families



LOS ANGELES UNIFIED SCHOOL DISTRICT

## GETTING READY FOR KINDERGARTEN

**ECECD**  
EARLY CHILDHOOD EDUCATION DIVISION

### Reading

One of the greatest gifts parents can give their child is a love of reading. Read to your child every day.

- As you read, move your finger under the words to help your child learn that words go from left to right.
- Visit the library to check out books as often as possible.
- Read the same favorite books over and over again.
- Ask questions while reading, like, "What do you think will happen next?" and "What would you do?"

### Vocabulary Explosion

Preschoolers learn vocabulary at the rate of five to six words per day. Words such as "Stegosaurus" are not only fun for the children to say, they also help children learn to distinguish sounds.

Visit the library, check out books on subjects your child is interested in, and help your child learn new vocabulary.

### Writing

Kindergarteners spend a good deal of time in school learning to write.

- Help your child practice writing letters and numbers.
- Have paper, pencils, and crayons readily available for writing and drawing.
- Teach your child how to write their name with the first letter capitalized, and the rest in lowercase.



7

### Getting Ready for Kindergarten

## 10 TIPS FOR PARENTS

- 1** Read together every night. Choose a simple book so your child can follow along.  
Sing the alphabet song. Talk about letters and the sounds they make.
- 2** Practice identifying numbers, shapes, and colors in books and real life.
- 3** Encourage your child to speak clearly and in full sentences.
- 4** Practice fine motor skills by encouraging your child to color, use scissors, and play with clay.
- 5** Take a simple word (e.g. dog, ball) and together come up with words that rhyme.
- 6** Visit the library often. Get your child excited about books and reading.
- 7** Find everyday opportunities to count out loud and encourage your child to count with you.
- 8** Give your child two- and three-step directions to follow, and ask your child to repeat them.
- 9** Get your child used to putting on their own jacket and cleaning up after themselves.
- 10**



## I'M READY! KINDERGARTEN CHECKLIST

COMPLETE THIS CHECKLIST WITH YOUR CHILD.

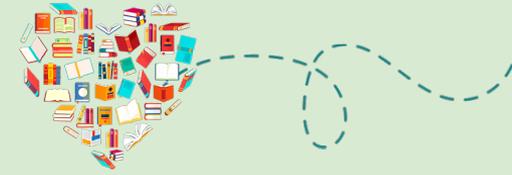
- I can drink from a cup, open a juice box, and use eating utensils.
- I can use the restroom and wash my hands by myself.
- I know my parents' names and my home address.
- I cover my mouth when I sneeze or cough.
- I can get my jacket on and off without any help.
- I know how I'm going to get to and from school.

### REMEMBER...

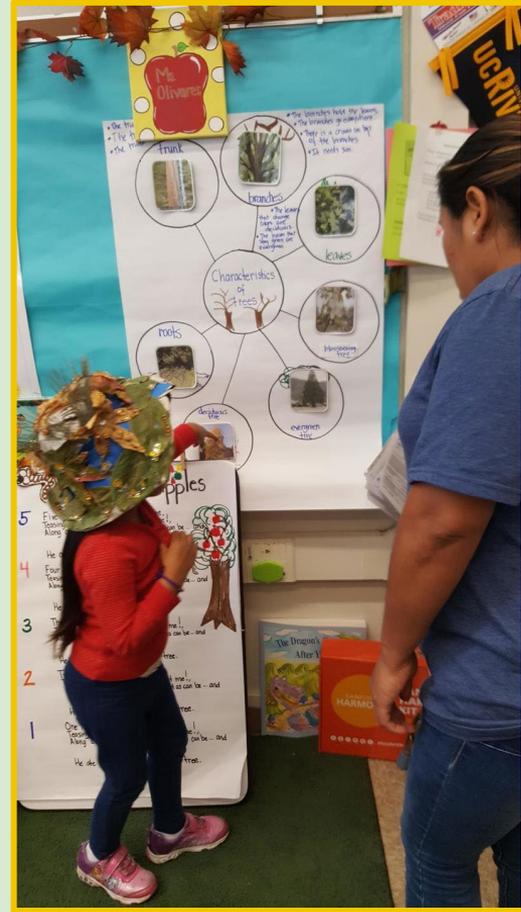
Children develop at different rates and there is a huge range of what "normal" looks like at this age. Schools recognize that children entering kindergarten have different skill levels and kindergarten teachers are prepared to work with children with a wide variety of skills.



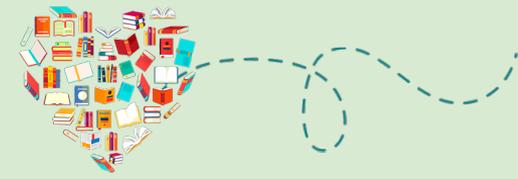
# Engaging, Involving and Supporting Families



## SCHOOL EVENTS

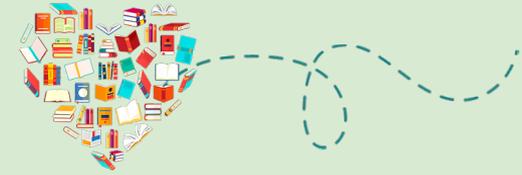


# Engaging, Involving and Supporting Families



**READY, SET, READ!**





Questions?