Language-Reasoning Items from ECERS-R

15. Books and pictures

16. Encouraging children to communicate

17. Using language to develop reasoning skills

18. Informal use of language
“Language and literacy are tools for thinking and communicating. When teachers plan meaningful ways for children to use language and literacy as tools, children are motivated to become readers and writers and they learn about the features, forms, and functions of written and spoken language” (Heroman & Jones, 2004, p. 5).
“Literacy development starts early in life and is highly correlated with school achievement”
“The early childhood years—from birth through age eight—are the most important period for literacy development”

(Neuman et al., 2000, p. 3).
“The ability to read and write does not develop naturally, without careful planning and instruction”
(Neuman et al., 2000, p. 6).
Windows of Opportunity

“Circuits in the different regions of the brain mature at different times. As a result, different circuits are most sensitive to life’s experiences at different ages” (Begley, 1996).
“Failing to give children literacy experiences until they are in school can severely limit the reading and writing levels they ultimately achieve”

(Neuman, Copple, & Bredekamp, 2000, p. 5).
“The more limited a child's experiences with language and literacy, the more likely he or she will have difficulty learning to read”

Teacher’s Role in Language and Literacy Development

- Provider of experiences
- Interactor with children
- Model for listening, speaking, writing and reading
“Language becomes the tool for establishing and maintaining relationships with adults and other children”  
“Emotions play a significant role in learning.

In order to learn, children need to feel safe and confident”

(Dodge et al, 2002 p. 5).
Characteristics of Play

- Is intrinsically motivated.
- Is relatively free from external rules.
- Focuses on the process rather than the product.
- Involves active engagement of the players.
- Is dominated by the players.

(Rogers & Sawyers, 1988)
Stages of Social Play

Solitary Play
Parallel Play
Associative Play
Cooperative Play
Four Levels of Cognitive Play

Functional (Exploratory)

Constructive

Dramatic

Games with Rules
Teacher’s Role in Play

› Observer

› Facilitator

› Player

› Leader
Teacher's Role in Building Language and Literacy Skills Through Play

✓ Allow time for play.
✓ Create a literacy rich environment.
✓ Add language and literacy materials and props to learning centers.
✓ Introduce new ideas that stimulate literacy.
✓ Observe children at play and offer encouragement.
✓ Participate in children's play at their invitation.
“Although parents and teachers are partners in a child’s education, parents are always the child’s foremost teachers and models, and the home is the child’s first and most influential school” (Machado, 2013, p. 570).
Strategies for Determining the Literacy Opportunities in the Home

- Assessment/observation of children
- Children’s comments about literacy activities at home
- Informal conversations with families
- Home visits
- Checklists of language and literacy experiences that occur in the home
Two Different Views of Assessment

“I don’t have time to assess children. I’m too busy teaching them what they need to know.”
– Ms. Busy Bee, Pre-K Teacher at Teach, Teach, Teach

“Teaching and assessment are complimentary processes; one activity informs the other”
(Neumann, Copple & Bredekamp, 2000, p. 104).
Not quite what we mean by informal assessment, Jenny.
“When children are learning to read, they use their listening and speaking vocabularies to make sense of printed words”
(Heroman & Jones, 2004, p. 11).
“Learning to read requires that children have considerable awareness of the sound structure of spoken language”

(Neuman et al., 2000, p. 80).
I’m Bringing Home a Baby Bumblebee

I'm bringing home a baby bumblebee,
Won't my mommy be so proud of me,
I'm bringing home a baby bumblebee,
Ouch! It stung me!

I'm squishing up the baby bumblebee,
Won't my mommy be so proud of me,
I'm squishing up a baby bumblebee,
Ooh! It's yucky!

I'm wiping off the baby bumblebee,
Won't my mommy be so proud of me,
I'm wiping off the baby bumblebee,
Now that's better!
Arkansas Early Childhood Education Framework

| DEVELOPMENTAL LEARNING  
| STRAND 5 — LANGUAGE |

Benchmark 5.5  Participates in songs, fingerplays, rhyming activities and games
Elements of Mother Goose Rhymes

▸ Action
▸ Rhymes
▸ Musical lyrics
▸ Catchy rhythms
▸ Playful enjoyment
▸ Humor
I Have Ten Little Fingers

I have ten little fingers and they all belong to me,
I can make them do things, would you like to see?
I can shut them up tight or open them wide,
I can put them all together or make them all hide.
I can make them jump high.
I can make them jump low,
I can fold them quietly and hold them just so.
Hands Upon My Head

Hands upon my head I place
Upon my shoulders and on my face.
At my waist and by my side,
And then behind me they will hide.
And then I'll raise them way up high
And let my fingers fly, fly, fly.
With a clap, clap, clap
And a one, two, three,
I'll sit just as quiet as I can be!
In poetry, the poet uses words in unusual ways to stimulate the senses and create pictures in the heads of the listeners or readers (Raines & Isabell, 1994, p.231). Poetry is about the sounds of language. Therefore, poetry must be read aloud to children.
“Unlike the toys we buy our children, poems cannot break. Their flavor will last longer than a hundred boxes of candy. They come already assembled and need only one battery—a reader connected to one child. And that reader can start a glow that lasts a lifetime” (Trelease, 1986).
“Dramatic play is fertile ground for children’s use of language”

(Newman, Copple & Bredekamp, 2000, p. 52).
Elements of Effective Dramatic Play

- Time
- Space
- Children
- Props
Creative drama presents many opportunities for children to develop:

- Self-expression.
- Use of correct speech.
- Coordination of actions and words.
- Creative thinking.
- Self-confidence.
- Listening skills.
- Social interaction
“Children who have participated in pretend play, interacted in sociodramatic centers, and pantomimed actions can easily move into creative dramatics”

(Raines & Isbell, 1994, p. 277).
Welcome to Read Aloud

**Directions:** Answer each of the four questions on self-stick notes, one note pad per question. Place your answers on the flip chart under the appropriate question.

- What is the title and who is the author of a recent book that I read with children?

- When do I read with children?

- How often do I read with children?

- How do I let children know it is read aloud time?
The Importance of Reading Aloud With Children

- Children who learn to read early are the ones who have been read to.
- Children’s language development is enriched by exposure to literature.
- Children’s later educational achievement is related to early experiences of listening to stories.

(Strickland & Marrow, 1989)
“Comprehension, the process of making meaning, is the goal of reading.” While most preschool children are not readers, “Listening comprehension skills are useful when children begin to read” (Heroman & Jones, 2004, p. 33).
Types of Literature for Shared Reading

- Big books
- Illustrated poems on charts
- Illustrated Mother Goose rhyme charts
- Illustrated songs on charts
- Illustrated finger plays on charts
- Environmental print materials
“Seeing the enlarged print allows the children to discover the connection between the words their teacher is saying and the words as they appear in print”

Criteria for Shared Reading Literature

▸ Predictable books that use repetitive lines and familiar patterns

▸ Enlarged print in books and on charts

▸ Limited text on each page

▸ Illustrations that enhance and support the text
Concepts About Print

- Contains the message
- Has directionality
- Has difference between letters, words and sentences
- Has spaces between words
- Has punctuation which serves a purpose
Letter Recognition

- A letter that begins like their name
- A letter they know and name it
- A letter that has a circle
- A letter that has a line or stick
- A letter that looks like this one
- A word that is the same as this one
- A word or words that they know
Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses and all the king's men,
Couldn't put Humpty together again.
“Letters and words are the basic building blocks of print. To read, children must be able to distinguish the letters of the alphabet and to connect letters and letter clusters with sounds” (Neuman, Copple, & Bredekamp, 2000, p. 88).
“Young children’s alphabet knowledge is a strong predictor of later reading, writing, and spelling ability” (National Early Literacy Panel, 2004).
Display the Alphabet

In *Learning to Read and Write* (2000), it is suggested that the letters of the alphabet be:

- Where children can see them.
- Where children can refer to them as they work and play.
- Where children can handle them.
Sign-In Notebook Sample

Neriah

FEB 06 2006

FEB 07 2006

FEB 08 2006

FEB 09 2006
Place Environmental Print in the Classroom Environment

- Traffic signs in the block center
- Restaurant logos and menus in the home living/dramatic play area
- Traffic signs near the tricycle path on the playground
Skills and Understandings Needed for Writing

- Fine motor skills
- Visual discrimination skills
- Awareness of print
- Concepts about print
Stage 1 — Scribbles That Resemble Writing (Sample A)

Otis (4 years)
Stage 1 — Scribbles That Resemble Writing (Sample B)

Devin (4.7 years) wrote as she recited a fingerplay, “Five little...”
Stage 2 — Mock Letters

Donavan (3.5 years)
Stage 3 — Recognizable Letters
(Sample A)

I can build a ......

Lauryn (5.2 years)
Stage 3 — Recognizable Letters (Sample B)

MacKenzie (4.8 years) ran out of room for her name, but continued writing.
Phonemic Spelling

Spencer (5 years) labels drawing of a train.
Journal Page (Sample A)

Greer (4.8 years)
Journal Page (Sample B)

Ashley (5 years)
Dictated Writing with Individual Child

Samantha said, "I make Mrs. Stacy."
Dictated Writing in Response to Literature

The Three Bears retold by:
Alexis 1-19-06

“Goldilocks went to the bears' house. She saw the porridge. She ate the little tiny porridge all up. Then she went to the room. She tried the daddy bear's bed. It was too hard. She tried Momma Bear's bed. It was too soft. She tried Baby Bear's bed. It was just right! Then she tried Papa Bear's chair. It was too high. She tried Momma Bear's chair. It was too soft. She tried the baby's chair. She was too big. Then she went to the beds. Then she woke up. She saw the bears mad! She ran with her shoes off. She runned home.”

Alexis (5.2 years)