

Morning Training for *Every Child Ready to Read* @ your library
Thursday November 5, 2015 Finger Lakes Library System
Elaine Meyers, Independent Consultant

Training Outline: 9:30 a.m. to Noon—Modeling the Power Point Free Environment

Overview: 9:30 to 10:15

- Welcome to the Five Practices: Talk, Sing, Read, Write and Play
- Adult Learners and the Learning Environment
- “Getting Comfortable with the Early Literacy Research”: An interactive segment adapted from the ECRR *Staff Training Handout and Worksheet* manual.
- Role of library staff as ***coach on the side, not sage on the stage***.
- Create your own: Talk, Sing, Read, Write and Play (example Pizza)

Basic Parent-Child Workshop 10:15 to 11:00.

- “Taking a Picture Walk”—an interactive segment where teams demonstrate picture walk and discuss use of this technique with adult groups and parent/child groups.

Creating Environments for Letters, Words, Math and Science 11:00 to 11:40

Partnerships and Marketing 11:40 to Noon

- Who are your community partners?
- What is the best way to offer these workshops in your library?
- What support do you need from Finger Lakes Library System

Every Child Ready to Read 2 Manual barcodes. Place on hold in Polaris:

- A20516716997
- A20518105176

Ready to Read at New York Libraries

OVERVIEW



What Is Ready to Read at New York Libraries?

Ready to Read at New York Libraries is a statewide initiative of the New York Education Department, coordinated by the New York State Library. Designed to improve and expand the availability of high quality public library early learning services in local communities across the State, this new statewide program will provide library staff, families and caregivers with the knowledge they need to prepare young children for their school years.

Improving early literacy services is a key component within *Creating the Future: A 2020 Vision and Plan for Library Service in New York State* and the State's federal Library Services and Technology Act five-year plan:

- Strengthen partnerships that enable public libraries to assist young families and child care providers in fostering early literacy skills for all children in New York State.
- Connect local libraries with statewide networks of childcare providers, non-profit organizations, public broadcasters and others to enhance early childhood services, including parent education.
- Provide library staff with ongoing access to research-based early literacy skills training.
- Partner with national, state, regional, and local organizations to increase family and caregiver participation in library based early literacy programs that foster a literacy-rich home environment.

A twelve-member Advisory Group advises the State Library on the overall initiative and assists in developing collaborative partnerships to ensure that early literacy work is done effectively on a statewide, regional and local level.

Ready to Read at New York Libraries: Early Childhood Public Library Staff Development Program will be a priority component of the initiative through 2019.

What is the Ready to Read at New York Libraries: Early Childhood Public Library Staff Development Program?

Careful planning and research, supported by the federal Institute of Museum and Library Services, has identified that the best single strategy to improve and expand the availability of public library early learning services in New York State is to establish a statewide program of regional, research-based early literacy skills training for library staff.

Following are the key elements of the *Early Childhood Public Library Staff Development Program*:

- Customized training designed for New York State public library staff by early literacy experts, with Five Foundation Training Components:
 - *Early Literacy Community Asset Analysis*;
 - *Using 'Every Child Ready to Read®' (2nd ed.) (ECRR2)*;
 - *Early Learning Spaces*;
 - *Strategies for Successful Partnerships and Outreach to Families with Young Children*; and
 - *Everyone Serves Families with Young Children*
- Regional training sessions, freely available for New York State public library staff, delivered by a 30-member Training Cohort of expert trainers.
- Additional training opportunities in reading readiness, developing partnerships, STEM, and more will augment and enhance the information in the Foundation Training.

The State Library has applied for a \$500,000 federal IMLS Laura Bush 21st Century Librarian Grant to accelerate implementation of the Early Childhood Public Library Staff Development Program.



Ready to Read at New York Libraries

GOALS

What is the Overarching Goal of Ready to Read at New York Libraries Program?

New York's public libraries will significantly improve the quality of early learning services, providing families and caregivers with the knowledge they need to prepare young children for their school years.

What is the Goal of Ready to Read At New York Libraries: Early Childhood Public Library Staff Development Program?

New York's public libraries will significantly improve the quality of early learning services by increasing library staff capacity to develop and deliver quality early learning services for families and caregivers.

What are the Goals of the Advisory Group and the Training Cohort?

The twelve-member *Ready to Read at New York Libraries* Advisory Group and the thirty-member Training Cohort are working with the State Library to develop, deliver and evaluate the Early Childhood Public Library Staff Development Program.

The Advisory Group will:

- Provide expert advice to the State Library concerning the overall statewide early literacy program *Ready to Read at New York Libraries*; and
- Assist in developing and supporting collaborative partnerships to ensure that early literacy work is done effectively on a statewide, regional and local level.

The Training Cohort will:

- Provide consistent, effective training that prepares public library staff to identify needs and partnerships, and provide high quality services to meet the early literacy needs of young children and their parents and caregivers; and
- Support implementation of the Early Childhood Public Library Staff Development Program statewide through ongoing learning, collaboration and sharing.

For more information about *Ready to Read at New York Libraries* visit the official website, <http://www.nysl.nysed.gov/libdev/earlylit/index.html> or contact the Program Director, Karen Balsen at karen.balsen@nysed.gov or 518-486-2194

In a learning situation people retain

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 70% of what they talk over with others
- 80% of what they use and do in real life
- 95% of what they teach someone else to do



How do adults learn?

- Understand why
- Many styles of learning
- Opportunity to bring own life experiences to the table
- Goal oriented
- Practical
- Respect



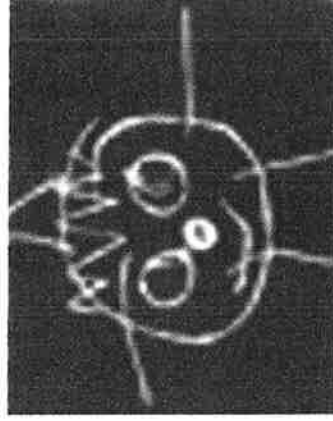


Reading and writing go together.

Making Marks



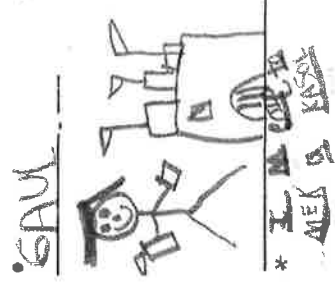
Drawing and Writing



Name Writing



Word Writing



ECRR2 Playing

Play is one of the best ways for children to learn language and literacy skills.

Play helps children think symbolically: a ruler becomes a magic wand, today becomes a time when dinosaurs were alive, a playmate becomes an astronaut exploring space.

Through play, children realize that one thing can stand for another. This also helps children understand that written words stand for real objects and experiences.

Pretend play helps children think symbolically and develop oral language skills. As children play store or pretend to be an animal, they talk about what they're doing. They practice putting thoughts into words.

Dramatic Play helps develop narrative skills as children make up a story about what they're doing. This helps them understand that stories happen in an order: first, next, last.

Make-believe also gives children a chance to act out real-life situations, work through worries and fears, and use their imagination to solve problems.

Play helps children feel a sense of accomplishment and self-confidence. This motivates them to try new experiences and to not give up when something seems difficult.



Playing:

Pretend and dramatic play develop language skills.

Domain 4: Communication, Language, and Literacy, Writing Standards:

Part A: Approaches to Communication:

1. Demonstrate that they are motivated to communicate.
2. Demonstrates he/she is building background knowledge
3. Demonstrates he/she understands what they observe
4. Demonstrates his/her ability to express ideas using a variety of methods.
6. Demonstrates a growing expressive vocabulary.

Domain 5: Cognition and Knowledge of the World - The Arts – Theatre/Dramatic Play

5. Participates in a variety of dramatic play activities to represent fantasy and real life experience.
 - Represents fantasy, real-life, imagination, and literature through dramatic play
 - Assumes the role of something or someone else and attempts to speak in the appropriate manner and tone.
 - Participates in teacher-guided and/or spontaneous dramatic play activities, such as acting out a story.
 - Uses basic props, and costume pieces to establish time, setting, and character.

Training Activities for Playing Based on Common Core:

Eg. Using puppets tell the story of the "Three Little Kittens."

List your ideas here and then test them in your group. Submit your best interactive training ideas. Suggest specific texts where applicable.

ECRR2 Singing

Songs help children develop listening skills and pay attention to the rhythms and rhymes of spoken language.

Most songs have a different note for each syllable. This helps children break down words so they hear individual sounds in a word.

Singing also slows down language so children can hear different parts of words and notice how they are alike and different.

Clapping along to rhythms helps children hear the syllables in words and helps them improve motor skills.

Singing also helps children learn new words and adds to their general knowledge.



Domain 4: Communication, Language, and Literacy, Writing Standards:

Part B: English Language Arts and Literacy/Reading Standards for Literature

5. Students interact with a variety of common types of texts, eg. song

Part B: Reading Standards: Foundational Skills

2. Demonstrate an emerging understanding of spoken words, syllable and sounds (phonemes).
 - Engage in language play.
 - Recognize and match words that rhyme
 - With support and prompting, isolate and pronounce the initial sounds in words

Domain 5: Cognition and Knowledge of the World - The Arts – Music

3. Expresses oneself by engaging in musical activities
 - Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, ...
 - Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings

Training Activities for Singing Based on Common Core:

Eg. I Spy Tune: "It's Raining, It's Pouring"

To help your child explore letter/sound correspondence, point to a letter (or just say the sound of the letter) on the reverse side and have the child find something that starts with that letter or sound, i.e.

Point to the letter L and sing:

I spy with my little eye, Something that starts with L (or just make the sound of the L)

You may want to start out with the first letter of your child's name, since that is very important to young children! For vowels, sing either or both long and short sound.

If you have some letters (such as the magnet ones for your refrigerator) you could put them in a bag and have your child pick them out to sing!

List your ideas here and then test them in your group. Submit your best interactive training ideas. Suggest specific texts where applicable.

ECRR2 Talking

Children learn language by listening to their parents and others talk. As they hear spoken words, children learn:

- How individual words sound, which helps them decode words.
- What words mean, which increases their vocabulary.
- How words can be put together to communicate ideas and information, which leads to comprehension.

Books are wonderful conversation starters.
Picture walk:

- Take turns in order to converse
- How books work and are organized
- Parents introduce new words and discuss meaning and context
- Rephrase child's statement to increase vocabulary and syntax
- Helps child make connections to past and future events, language is not always about what's happening now.

When you talk with your child:

- Use new words. Good readers have a large vocabulary. Knowing lots of words helps children better understand what they read. Begin this early, even before your children learn to talk.
- Take turns. Children are just beginning to learn how to have a conversation. It is important for you to ask questions and listen to what your children say in response.
- Make connections. Help children remember past events and connect them to current and future activities.

Talking:



Children learn about language by listening to parents talk and joining the conversation.



Domain 4: Communication, Language, and Literacy, Writing Standards:

Part A: Approaches to Communication

1. Demonstrate that they are motivated to communication
2. Demonstrates he/she is building background knowledge
3. Demonstrates that he/she understand what they observe.
4. Demonstrates his/her ability to express ideas using a variety of methods.
5. Demonstrates a growing receptive vocabulary.
6. Demonstrates a growing expressive vocabulary.

Part B: English Language Arts and Literacy/Reading Standards for Literature

1. With prompting and support, ask and answer about details in a text.
2. With prompting and support, retell familiar stories
3. With prompting and support, ask and answer questions about characters and major events in a story.
4. Exhibit curiosity and interest in learning new vocabulary.
5. Students interact with variety of common texts (storybooks, poems, songs)
6. With prompting and support, can describe the role of an author and illustrator.
7. With prompting and support, students will engage in a picture walk to make connections between self, illustrations and the story.
8. NA
9. With prompting and support, students will compare and contrast two stories relating to the same topic.

Part B: English Language Arts and Literacy/Reading Standards for Informational Text

Part B: English Language Arts and Literacy/Foundational Skills

Training Activities for Talking Based on Common Core:

Eg. Take two books on the same topic and compare and contrast the stories—using series of books about caterpillars/butterflies.

List your ideas here and then test them in your group. Submit your best interactive training ideas. Suggest specific texts where applicable.

ECRR2 Writing

Reading and writing go together. Both are ways to represent spoken words and to communicate information or tell stories.

Children become aware that printed letters stand for the spoken words as they see print used in their daily lives. They see parents and others read newspapers, food labels, road sign, and mail. They watch caregivers write lists, jot down reminders, or make notes on a calendar.

Children develop a knowledge of the purpose and meaning of reading through writing.

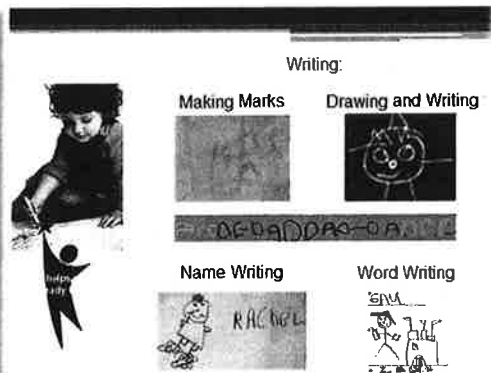
Once your child can grasp a thick crayon or marker, give him or her unlined paper and plenty of opportunities to draw or write.

Talk to your child about what he or she draws, ask questions, and respond to what your child says. You also can make up a story to go with the drawing.

As children scribble and draw, they practice eye-hand coordination and exercise the muscles in their fingers and hands. This helps develop the fine motor control they need to write letters and words.

Encourage your children to “sign” their name on their drawings. Even if this begins as a scribble, children learn that they can write something that represents their name. Later your child will write the initials of his or her first and last name and then complete the name.

Ask your child to label parts of his or her drawings. This also helps your child understand that letters and words stand for things.



Domain 4: Communication, Language, and Literacy, Writing Standards:

Text Types and Purposes

1. With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g. I like..because...)
2. With prompting and support, use the combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.

Production and Distribution of Writing

4. Not applicable to prekindergarten (begins in grade 3.)
5. With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing as needed.
6. With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.

Research to Build and Present Knowledge

7. With guidance and support, participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them.
8. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
9. Not applicable to prekindergarten (begins in grade 4)

Range of Writing

10. Not applicable to prekindergarten (begins in grade 4)

Responding to Literature

11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.

Training Activities for Writing Based on Common Core:

Eg. Using a combination of drawing, dictating or writing express your opinion about dieting.

List your ideas here and then test them in your group. Submit your best interactive training ideas:



Getting Comfortable with the Early Literacy Research *Staff Training Handout and Worksheet*

Introduction

As part of their 2009 evaluation of the first edition of Every Child Ready to Read®, Dr. Susan B. Neuman and Dr. Donna Celano conducted an extensive literature review of the latest research in early literacy development. The review identified critical skills associated with long-term reading achievement and best practices used in highly regarded early literacy programs around the United States. This document is available in the ECRR Manual, and we encourage all staff to read the complete research review.

The following pages highlight some of the key points identified by Drs. Neuman and Celano during their review of early literacy research. The highlights are excerpted from the complete literature review. At the beginning of each section, a summary of the key points is presented, followed by selected highlights and an interactive section.

Library staff may want to use the complete literature review and this handout/worksheet to become more comfortable with the research as they prepare to present workshops to a variety of audiences.

This handout can be used as an interactive exercise for staff in workshop settings or in private tutorials. A space is provided for staff to create their own “talking point/s” for various aspects of the research. This will enable staff to feel more confident as workshop presenters and to field questions with greater ease.



Key Points and Highlights of the Early Literacy Literature Review excerpted from “An Evaluation of Every Child Ready to Read: A Parent Education Initiative”
by Dr. Susan B. Neuman and Dr. Donna Celano
The complete literature review is available in the Every Child Ready to Read® Manual

Code and Comprehension

Key Points:

- **To become successful readers, children need an understanding that written letters (a code) represent spoken sounds.**
- **Children also need comprehension skills to understand the meaning conveyed by print. Comprehension skills develop from a rich general knowledge base and a broad vocabulary.**
- **Children develop decoding and comprehension skills through interactions with adults and their environment.**

Highlights:

The last decade has brought a growing consensus on the range of skills that serve as the foundation for reading and writing ability. (*Dickinson & Neuman, 2006; National Reading Panel Report, 2000; Neuman & Dickinson, 2001; Snow, Burns, & Griffin, 1998*)

To become skilled readers, children need a rich language and conceptual knowledge base, a broad and deep vocabulary, and verbal reasoning abilities to understand messages that are conveyed through print. Children also must develop code-related skills, an understanding that spoken words are composed of smaller elements of speech (phonological awareness), the idea that letters represent these sounds (the alphabetic principle), the many systematic correspondences between sounds and spellings, and a repertoire of highly familiar words that can be easily and automatically recognized. (*McCardle & Chhabra, 2004; McCardle, Scarborough, & Catts, 2001*)

...to attain a high level of skill, young children need opportunities to develop these strands, not in isolation, but interactively. Meaning, not sounds or letters, motivates children's earliest experiences with print. (*Neuman, Copple, & Bredekamp, 2000*)

My Talking Point/s:

The Critical Dimensions of Language and Literacy in Early Childhood

Language

Key Points:

- Oral language and vocabulary are foundational skills critical to reading comprehension and success

Highlights:

Verbal abilities are consistently the best predictors of later reading achievement. (*Scarborough, 2001*)

Vocabulary size...may increase exponentially in the early years (some estimate about seven words a day), with children learning to comprehend words spoken to them before they are able to produce them on their own. (*Snow et al., 1998*)

Word knowledge, however, is not just developed through exposure to increasingly complex language, but to knowledge-building language experiences. (*Neuman, 2001*)

Children's sentences often start at two words, but quickly lengthen to four or more words as children communicate their ideas increasingly through language. (*Bloom, 1970*)

With word learning occurring so rapidly, children begin to make increasingly fine distinctions of words not only based on their meaning but also based on their sound.

Distinguishing between these similar sounding words both quickly and accurately, children begin to hear sequences of sound that constitute each known word. Children with large vocabularies become attuned to these segments and acquire new words rapidly; children with smaller vocabularies may be limited to more global distinctions.

Consequently, vocabulary size and vocabulary rate are important for lexical restructuring (i.e., making sound distinctions between words), and are strongly tied to the emergence of phonological awareness. (*Goswami, 2001*)

Recent analyses have made it abundantly clear, however, that oral language skills, and more specifically vocabulary development, not only play a role in phonological awareness but also are critical skills for the development of reading comprehension later on. (*Dickinson et al., 2003*)

Therefore, it is essential...to recognize that oral language and vocabulary development is the foundation for all other skills critical to successful reading.

My Talking Point/s:

Phonological Awareness

Key Points:

- **Phonological awareness, the ability to hear and play with the sounds in words, leads to an understanding that spoken words can be represented by written words. This decoding skill is a predictor of reading achievement.**

Highlights:

Based on a massive body of research, phonological awareness is a critical precursor, correlate, and predictor of children's reading achievement. (*Burgess, 2006; Lonigan, 2006*)

Discriminating units of language (i.e, words, segments, phonemes) is strongly related to successful reading. Typically developing children begin first to discriminate among units of language (i.e., phonological awareness), then within these units (i.e., phonemic awareness).

Phonological awareness refers to the general ability to attend to the sounds of language as distinct from its meaning. Phonemic awareness is the insight that every spoken word can be conceived as units of sounds that are represented by the letter of an alphabet. (*Snow, Burns, & Griffin, 1998*)

Children must not only be able to recite and play with sound units, they must also develop an understanding that sound units map onto whole or parts of written language.

Recent reviews and analyses have placed phonological awareness as a critical part of a complex braid of language abilities. (*Dickinson et al., 2003; Scarborough, 2001*)

(Phonological awareness')...tie to children's ability to decode has been clearly established. ...phonological awareness skills are integrally connected to other important language skills which need to be strongly bolstered in these early education and care programs.

My Talking Point/s:

Letter Knowledge

Key Points:

- Learning letter names and sounds is critical to learning how to decode, or read, words

Highlights:

Knowledge of the alphabet letters is a strong predictor of short- and long-term reading success.

(Bond & Dykstra, 1967; Chall, 1967)

However, its influence on later reading is not about knowing the letter names, per se. Rather, the learning of letter names mediates the ability to remember the sounds associated with the letters.

(Ehri, 1979)

My Talking Point/s:

Background Knowledge

Key Points:

- Understanding the meaning of words and text—comprehension—is related to the amount of background or general knowledge a reader possesses.
- The more general knowledge, the easier it is to understand a book or story, as well as to acquire additional knowledge

Highlights:

For children to become skilled readers they will also need to develop a rich conceptual knowledge base and verbal reasoning abilities to understand messages conveyed through print.

(Neuman & Celano, 2006)

Successful reading ultimately consists of knowing a relatively small tool kit of unconscious procedural skills, accompanied by a massive and slowly built-up store of conscious content knowledge. It is the higher-order thinking skills, knowledge, and dispositional capabilities that enable young children to come to understand what they are reading.

Well-read to children internalize a form of story grammar, a set of expectations of how stories are told which enhances their understanding. Knowledge becomes easier to access, producing more knowledge networks. ...those with a rich knowledge base find it easier to learn and remember. *(Neuman, 2001)*

My Talking Point/s:

Print Conventions

Key Points:

- Print conventions like knowing how to hold a book, turn pages, and follow sentences on a page help a beginning reader, but they are not a predictor of later reading achievement.

Highlights:

Recognizing that concepts about print in the English language are not intuitive, Marie Clay (1979), in her pioneering work with Maori children in New Zealand, identified a set of conventions that could be understood without being able to read. These conventions included, among others, the directionality of print in a book (left-to-right, top-to-bottom, front-to-back), differences between pictures and print, uses of punctuation, and definitional characteristics of a letter and a word. Knowing these conventions, she found, helped in the process of learning to read.

...print conventions act as an immediate indicator of children's familiarity with text, and are not integrally related to the other language based skills associated with reading success. Therefore, while such conventions might be helpful to young children in navigating through books, these skills may not in the long run play a powerful role in learning to read.

My Talking Point/s:

Summary of Skills

Key Points:

- Experiences that develop oral language, phonological awareness, letter knowledge, and background knowledge play an important role in helping children get ready to read.

Highlights:

In sum, research supports a particularly strong linkage between oral language, phonological awareness, letter knowledge, background knowledge, and to a much lesser extent, print conventions, in the preschool years. These skills are highly interdependent.

Phonological awareness appears to influence vocabulary development and vocabulary rate. Letter knowledge supports phonological awareness. Code-related skills are highly predictive of children's initial early reading success, while oral language skills and background knowledge become highly predictive of comprehension abilities and later reading achievement. Each of these skills, when integrated in meaningful activity, has an important role to play in children's literacy development.

My Talking Point/s:

Research on Constrained/Unconstrained Skills

Key Points:

- **Some early literacy skills are constrained or limited in their long-term impact.** These include letter knowledge, phonological awareness, and concepts of print. These skills are predictors of early reading success. However, once these skills are mastered, they do not further influence reading achievement.
- **Other literacy skills are unconstrained or unlimited in their long-term impact.** Unconstrained skills are vocabulary, background knowledge, and comprehension. These skills can develop throughout life and influence levels of reading achievement and enjoyment.

Highlights:

In 2002, the National Early Literacy Panel was convened to conduct a synthesis of the scientific research in the development of early reading skills for children ages 2-5. Their report (NELP, 2008) indicated that the most powerful predictors of reading achievement were alphabet knowledge, phonological awareness, rapid automatic naming, and that oral language and vocabulary were only moderate predictors of achievement.

Dr. Scott Paris, however, has demonstrated the flaws in what has come to be understood as this traditional view. Early literacy skills, such as letter knowledge (knowing the letters of the alphabet), phonological awareness (sensitivity to the sounds in words), and concepts of print are best described as constrained skills—skills that predict later achievement early on but that quickly asymptote after the age of 5.

Contrary to constrained skills are vocabulary, comprehension and background knowledge; these skills are unconstrained, essentially never asymptote as children get older. These skills have the potential to grow throughout one's lifetime, and can dramatically influence children's long-term abilities both in reading and content areas.

This research has significant implications for teaching and our focus on the skills necessary for children to read. It suggests that although letter knowledge, phonological awareness, and concepts of print are initially important and should be taught, they lead only to temporary gains on skills, and do not predict long-term outcomes. The critical skills are vocabulary, comprehension, and background knowledge—skills that take more time to teach and review and these skills should be a major focus in helping children learn how to read.

My Talking Point/s:

Features of the Environment that Support Literacy Development

Key Points:

- **The environment influences learning. Spaces at the library and at home can be organized to support the development of early literacy skills. How space is arranged and used affects how often and how long children engage in early literacy activities.**

Highlights:

The environment can play a major role in promoting these critical skills for literacy development. The organization, structure, and complexity of the early childhood setting influence patterns of activity and engagement.

The use of space in settings influences learning. (*Roskos & Neuman, 2001*)

...well-defined niches and nooks seem to encourage greater language and collaboration with peers and adults. Children are likely to use these more intimate settings to interact in longer and richer conversation with others. (*Morrow, 1988; Neuman & Roskos, 1997*)

Materials that involve children in constructive activity, for example, tend to generate more language than “pull toys.” (*Rosenthal, 1973*)

The physical placement of objects, as well, influences children’s engagement in literacy-related activity. Children become more involved in sustained literacy play when objects are clustered together to create a schema or meaning network. (*Neuman & Roskos, 1993*)

The proximity of quality books at children’s eye view supports involvement in literacy-like enactments. (*Morrow & Weinstein, 1986; Neuman, 1999*)

[Another study showed] children spent significantly more time interacting with books when they were placed in close proximity to children’s play activities. (*Neuman, 1999*)

...there is clear and abundant evidence that certain physical design features in environments support young children’s literacy engagement and subsequent achievement. Physical design features, uses of space, and resources, may help to focus and sustain children’s literacy activity, providing greater opportunity to engage in language and literacy behaviors. This research indicates, therefore, that a more deliberate approach to the selection and arrangement of materials according to specific design criteria may enhance children’s uses of literacy objects and related print resources.

Libraries might benefit from this research on the ecological features of environment. Creating cozy areas for children to sit and read together; constructing play spaces that help them learn to engage in playful behaviors that mimic library activities; and clustering objects such as books, toys, and writing implements together to encourage their sustained use of materials might enhance children’s independent engagement in the library areas.

My Talking Point/s:

Interactional Supports for Literacy Learning

Key Points:

- Interactions between adults and children have a great impact on the development of early literacy skills. The more parents and other significant adults talk and listen to children, the greater the potential for children to acquire language, vocabulary, and background knowledge.
- Reading together with children continues to be one of the most powerful ways to develop early literacy skills
- How parents read to children makes a difference. Talking about books and extending the conversation about a story by asking and answering questions leads to greater learning.
- Repeatedly reading the same book helps children learn vocabulary, background knowledge, how stories are structured, and other literacy skills.
- Reading and writing go together. Writing activities help children learn about letter names and sounds, that print has meaning, and that writing has a purpose.

Highlights:

Environments include not only physical settings, but psychological settings for literacy learning as well. (Tharp & Gallimore, 1988)

Children are influenced by the participants present in a setting, their background experiences, their values. It is the integration of place, people, and occasion that supports opportunities for learning.

Since language represents the foundational basis for literacy learning in the early years, there is evidence that the amount of verbal input in settings enhances children's language development. (Hart & Risley, 1995; Hoff-Ginsberg, 1991)

Children whose teachers engage them in rich dialogues have higher scores on tests of both verbal and general ability. (Whitehurst et al., 1994)

This is especially the case when discussions consist of adults encouraging, questioning, predicting and guiding children's exploration and problem-solving. Such verbal interactions contribute to children's vocabulary growth which, in turn, is strongly correlated with phonological awareness, comprehension, and subsequent reading achievement. (Palinscar, Brown, & Campione, 1993)

Adults also engage in activities that are highly supportive of literacy development. Reading stories to children on a regular basis is regarded as one of the more potent supports for literacy learning. (Bus, Van Ijzendoorn, & Pellegrini, 1995)

Studies have shown that a parent's style or approach to reading storybooks to children has both short-term and long-term effects on language and literacy development. (Dickinson & Smith, 1994; Whitehurst & Lonigan, 1998)

Shared book reading activities, such as dialogic reading, for example, and repeated readings have been widely studied and identified as an important source of knowledge about vocabulary, about letters, and about the characteristics of written language. (Whitehurst et al., 1994), (Biemiller, 2006)

...studies also highlight the importance of introducing children to a wide variety of books in different genres such as information books, poetry, and popular folk tales. (*Beck & McKeown, 2007; Duke, 2000*)

Attention to and support of emergent writing has also been shown to strongly connect with children's developing phonological awareness, phonemic awareness, and readiness skills. (*Clay, 1991*)

Taken together, activities that engage children in reading, writing, talking, and playing create occasions for meaningful communicative interactions involving language and print.

My Talking Point/s:

Addressing the Needs of English Language Learners

Key Points:

- Parents who are English Language Learners are encouraged to read and talk about books in their home language. If parents use the language they speak most fluently, they can more easily help their children develop early literacy skills.

Highlights:

All of these environmental supports are especially important for young English language learners (ELL). Their numbers have increased dramatically. In 1990, 1 in every 20 children was ELL, that is, a student who speaks English either not at all or with enough limitations that he or she cannot fully participate in mainstream English instruction. In 2008, the figure was 1 in 9. Although these children come from over 400 different language backgrounds, by far the largest proportions of students are Spanish-speakers (over 80%).
(*Goldenberg, 2008; U.S. Department of Education, 2005*)

... research suggest[s] that when feasible, children should be taught in their primary language. Primary language instruction helps to promote bilingualism and, eventually, biliteracy. Further, children will need support in transferring what they know in their first language to learning tasks presented in English. (*August & Shanahan, 2006; Rolstad, Mahoney, & Glass, 2005; Slavin & Cheung, 2005*)

My Talking Point/s:

References for the citations listed in the highlights are included in "An Evaluation of Every Child Ready to Read: A Parent Education Initiative" (See Section I page 15 of the ECRR Manual.)

Not all reading skills are equal.

Children begin to learn reading skills at birth.

Some skills, such as learning letter names and hearing the sounds that make up words, are constrained or limited. Once you learn the name of the letter "A," you don't need to learn any more about that letter name. Other skills are unconstrained or unlimited, such as vocabulary. Learning the meaning of words is something that continues throughout life.

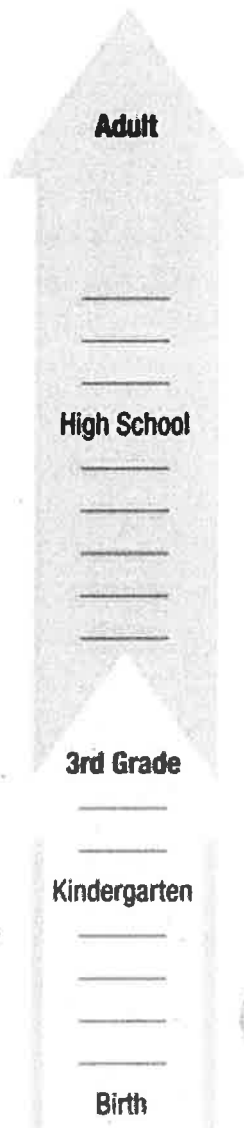
All reading skills are important. Comprehension skills, however, are the best predictor of long-term reading achievement and success.



Decoding Skills

Notice print

Know letter names and sounds
Hear the sounds that make up words
Usually learned by 3rd grade



Comprehension Skills

Understanding the meaning of words and print.
Learned throughout life



How to Picture Walk

A picture walk helps develop your children's language and pre-reading skills. Talk about the pictures keeping in mind what is needed to understand the story when it is read. This is a conversation about the book that will build your child's vocabulary and comprehension. You will not be reading the books, but talking about the pictures and discussing what is happening in the story or text. Remember to speak in your most comfortable or fluent language.

Here is what to do: Learn new words, take turns, and make connections

- Look at the cover.
- Point to and say name of author and title.
- Looking at the cover, ask your child what he thinks the book will be about.
- Without reading the words in the book, encourage your child to turn the pages one at a time.
- Point to a picture and ask, what questions
 - What do you see on this page?
 - What is happening?
 - What is this picture telling you?
 - What do you think will happen?
- When you talk about the pictures
 - Take turns talking
 - Introduce new words; explain what they mean
 - Add a bit more information to what the child says
 - Rephrase what your child says adding more words or ideas
 - Help your child make connections to past experiences and future events.

Examples:

 - When did you . . . ?
 - How did you feel when. . . ?
 - How would you feel if . . . ?
- Guide your child so he will understand the story
 - What words might he need to know?
 - What does he need to know to understand the story?



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Fun with Letters:

Exploring the Room:

Alphabet blocks: See if you can spell your name. Spell another word. Can you make the whole alphabet from A to Z?

Cards and Crayons:

- Find something in the room that starts with the same letter that begins your name. Write the letter and tape the letter to the **object**.
- Find one of your favorite things in the room. What letter does this begin with? Write the letter and tape the letter to the object.

Magnet Letters: See if you can spell your name. Spell another word. Can you make the whole alphabet from A to Z?

Pipe cleaners, Play Dough and Wikki Stix: Shape your favorite letter on an index card. When you are done, write the letter.

Chalk and erasable mat and Boards and Dry Erase Pens: Print your name or favorite letter. Ask someone to print their name with the hand they don't use to write. Compare the printing. Talk about how writing can be hard to do.

Alphabet Books: Read an alphabet book together. Does your book have both upper case and lower case letters? What is one of your favorite pictures in the book?

Alphabet Tiles: Play with the large plastic alphabet puzzle. Can you fit the letter in its' square?

Make a Letter: Help us create an alphabet to hang on our wall. Color a letter and draw pictures of your favorite things that start with this letter.

Alphabet Cards: Choose a card and tell us what sound begins the word. Do you know the letter?

Chose a Puppet: Make up a play about letters.

Group Activities:

Ask children if they have a "teacher" in the room? Someone who helps them learn things? Have them give this person a hug. Point to make, you are your child's first and best teacher.

Say "hello" in the language you speak at home. Parents always speak in your language of fluency. Your child will learn to speak English when they get to school. Do the alphabet games in your home language.

Sing and play, "There is a child that I know best and NOAH is his name O. NOAH, NOAH, NOAH and NOAH is his name O. (tune of BINGO)

Talk and Play "I Spy"

Sing Alphabet Song

Read "Creature abc"

Play "Marching Around the Alphabet"

Write Letters in rice, on boards, on paper or cards.

Fun with Words:

Exploring the Room:

Label the Room: Look around the room and see what is labeled. Can you guess the word that is taped up? Is there a word missing. Create a label and tape it up.

Rhyme the Room: Choose a label and see if you can rhyme the word. For example if “table” is labeled write the word “able” or the name “Mable.”

Dr. Seuss Word:

- Look at a Dr. Seuss book. Write your favorite Dr. Seuss word on a card.
- Make up your own Dr. Seuss word. Draw a picture of the word.

Books with No Words: Take a book that has no words in it. These are called wordless picture books. Make a list of ten words that you think should go in the book. Did you learn a new word from the book?

Our Favorite Five Words: Talking, Singing, Reading, Writing and Playing: Find the poster with our five favorite words. Take a brochure with these words home with you. Put your favorite word in the word jar.

Talk, Sing, Read, Write and Play Pizza:

- Talk about how to make pizza. What is your favorite pizza? Where do you eat pizza?
- Sing using the tune of Bingo: There is a meal I dearly love, And Pizza is its name-o. P-I-Z-Z-A, P-I-Z-Z-A, P-I-Z-Z-A, AND Pizza is its name-o.
- Read one of our books about pizza. Which book did you choose? Why did you like it?
- Write your favorite pizza on a card. List the ingredients that you know.
- Play pizza store.

Chose a Puppet/Play with Finger Puppet Glove: Make up a play about words. Try a story about silly words, sad words, happy words, animal words. Use your own ideas. Use the glove puppets to sing.

Label the Bear: Make labels for all the bear’s body and clothes. Can you stick any of the bear’s words on you?

Group Activities:

Ask children if they have a “teacher” in the room? Someone who helps them learn things? Have them give this person a hug. Point to make, you are your child’s first and best teacher.

Say “hello” in the language you speak at home. Parents always speak in your language of fluency. Your child will learn to speak English when they get to school. Name the parts of the face in your home language.

Play the word lady or man: Have labels made up for your face, body and clothing. Ask the children how many words they think you will paste on yourself. Paste the words on yourself. Did I forget something? Keep creating post-it notes to label. You can use a doll or stuffed animal for this as well.

Read a Wordless Book: The Treasure Bath.

Read a Pattern Book: Magic Hat

Families read wordless books together. Have children tell their favorite new word/words.

Families read pattern books together. Have families lead the group in the repeating phrases.

Fun with Science:

Exploring the Room:

Goldie Blox and the Parade Float: Learn about wheels and axles and build a parade float.

Shapes and Colors: Read the names of all the shapes. Play a guessing game and point at a shape and see if you can remember its name. Play with the food dye and jars of water. Can you take primary colors and turn them into secondary colors?

Magnet Corner: Read about magnets and play with the magnet tiles. What can you build? Play with the bag of magnets. What questions do you have about magnets?

Be a Builder: Read the books *If I Built a Car*, *If I build a House* by Chris Van Dusen. Taking the blocks build your own car or house. Or take paper and pencil and draw what you want to build.

How fast will it fall? : Build a Fridget path and time your marble's descent. Do the same with the wooden toy. (Frigits Deluxe is a trademark of Think of It, Inc. Ventura CA 93003.)

Balance Boat and Tree: Play the balance game. These sets are available from Cricket

Butterfly Corner: Read all about butterflies. Make a list of everything you want to observe in the spring and summer when the butterflies arrive.

Pattern in Leaves: Using the blocks make the leaf. Make another leaf.

Group Activities:

Ask children if they have a "teacher" in the room? Someone who helps them learn things? Have them give this person a hug. Point to make, you are your child's first and best teacher.

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Read a Science Book: *Apple Orchard Riddle*

Continue exploring the room and have fun with math.

Fun with Math:

Exploring the Room:

How Many in the Jar: Estimate and count objects in a jar. More or less than 10? Look carefully. Do you think there are more or less than 10 objects in the jar? Estimate the number of objects. Count to find the actual amount.

10 Monkeys on the Bed: Count monkeys 1-10. Count monkeys 10 to 1. Divide monkeys into groups of five. How many groups? Divide monkeys into groups of 2. How many groups of monkeys? Divide monkeys into groups of 3. How many groups? Who is remaining? Make up your own monkey math game.

Lemonade in Winter: Read the book and have fun counting money with Pauline and John-john

One to Ten: Use your fingers to come closest to the secret number.

How Big is the Lion: Use the book and ruler to measure the animals in the book.

Who is the tallest person in the room? Using a piece of blue masking tape measure your height. Paste your tape on the wall. Write your name on the tape. Ask your parents and friends to create a tape for their height. Who do you think will be the tallest person in the room? The shortest? How many people will be the same height?

Count and Sort: We have cards, magnet numbers and clothes pins. Decide how you want to sort the clothes pins. Put them in groups and then count how many in each group. Play with the cards. Sort them by color, by matching numbers. How do you want to sort them? Can you make up a card game?

Pattern Fun: Read the book *Patterns*, David Kirby. Take the magnet tiles and create a color pattern, a check pattern, and a tessellating pattern. Find a pattern in the room.

Group Activities:

Ask children if they have a “teacher” in the room? Someone who helps them learn things? Have them give this person a hug. Point to make, you are your child’s first and best teacher.

Say “hello” in the language you speak at home. Parents always speak in your language of fluency. Your child will learn to speak English when they get to school. Name the parts of the face in your home language.

Read a Counting Book: *Let’s Count Goats*, Mem Fox and Jan Thomas

Who is tallest? Shortest? Same size? When have you seen someone measure sizes?

Read a Mini-Math Book: *Patterns*, David Kirby

Continue exploring the room and have fun with math.



Learning to read *begins* before children start school. Help your children develop early literacy skills now; this makes it easier for children to learn to read once they begin school.

Five of the best ways to help your child get ready to read are:



Learn how to help your child get ready to read @ your library.

Every Child Ready to Read® is a project of the Association for Library Service to Children and the Public Library Association, divisions of the American Library Association.

www.everychildreadytoread.org

Preschool Milestones

By the time a child is ready to head off to kindergarten, you can expect to see these signs of early reading readiness. A preschooler who is progressing smoothly will:

- Speak and understand spoken language well, with a large listening vocabulary (words that are understood when listening) and an increasingly expressive speaking vocabulary (words that are used correctly when speaking).
- Enjoy looking at and listening to books.
- Participate in storytelling, playacting, simple word games, and conversation.
- Understand that print carries a message.
- Sing the alphabet song.
- Write his or her name and name the letters in it.
- Recognize half or more of the letters of the alphabet and know some of their sounds.
- Experiment with “writing” to create signs, notes, and other messages.

Signs of Concern

You should look for help if your four-year-old:

- Has persistent difficulties learning to talk.
- Seems unable to follow simple directions.
- Cannot speak clearly enough to be understood by people outside the family.
- Shows little interest in reading as a pleasurable activity.
- Appears to have problems seeing or hearing.

Remember that children follow different paths to literacy. If you are concerned about your child’s hearing, speech, or development, consult your pediatrician who will be able to refer you to other sources of help.

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Stages in Learning Vocabulary

Birth

Cries, burps, sneezes, coughs.

2 months

Vowel-like sounds: goo, aah, ooh, and others.

4 - 6 months

Babbling ("mammama" ... "dada").

9 - 12 months

Advanced babbling, with sentence-like phrasing and rhythm.

12 months

Around one year old, your child will say his or her first real word. He or she will start with single syllables, then may double some syllables, as in "wawa" or "mama." Your child will continue to say only one word at a time for several more months.

18 - 24 months

Between a year and a half and two years old, your child will begin to talk in "telegraphic speech." This sounds like, "Want cookie" or "Me milk." You can extend your child's talk by saying, "You want a cookie?" or "You want me to give you some milk?" This will help increase your child's vocabulary.

Preschool years (2 - 5)

Around age two, you will see an explosion of language. Your child will learn vocabulary quickly, begin using new words, speak in sentences, and combine words with greater frequency and fluency. From ages 2 - 5, expect your child to ask many questions and learn to take turns speaking. Having conversations, listening, and following your child's lead is one of the best ways to increase vocabulary and comprehension skills. This helps your child get ready to read.

Everything Has a Shape

Teaching adjectives and descriptions

Hap Palmer

Everything has a shape,
Pencils, pretzels and plates.
Sneakers and skates and Superman's cape,
Rivers and lakes and tiny snow flakes,
Everything has a shape, everything has a shape.

One can you show me a wide shape.
Two can you show me a thin shape.
Three can you show me a short shape.
Four can you show me a long shape.

Five can you show me a round shape.
Six can you show me a flat shape.
Seven can you show me a twisted shape.

Eight can you show me a stretching shape.
Nine can you show me a strong shape.
Ten can you show me a soft shape.
Eleven can you show me a balanced shape.
Twelve can you show me a leaning shape.

VOCABULARY:

- shape, wide, thin, short, long, round, flat, twisted, stretching, strong, soft, balanced, leaning

ACTIVITY:

- Using your body, make the shapes described in the lyric of this song. During the chorus, make your own shapes.
- During the chorus, children can change shapes after each melodic phrase. The teacher can cue the changes verbally or with a drum beat.

VARIATIONS:

- Makes shapes with a rope.
- Work in partners or small groups and make shapes together.

FOLLOW-UP:

- How many shapes can you recall making? Show me with your body.
- Show me your three favorite shapes.
- Make a movement phrase: Start with your first shape, then move to your second shape, then move to your third shape and hold it for an ending.
- Repeat the phrase three times in a row. Can you do it faster? In slow motion?
- Tell me all the things you can think of that are wide, thin, long, short, straight, curved, etc..

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Getting Ready to Read at Home

Places to Talk

Talking with your child is one of the best ways to help develop language and other early literacy skills. Conversations help a child express thoughts, learn what words mean, and gain new information about the world. Any place is a good place to talk with your child. All you need is to take the time and ignore any distractions. Listen to what your child says, answer questions, add new information, and listen some more! Ten chances to chat during the day include:

- | | |
|-------------------|------------------------|
| Morning routines | Doing household chores |
| In the car | At the store |
| Waiting in a line | During bath time |
| Before a nap | Before bedtime |
| During meals | Out on a walk |

Places to Sing

Singing helps children hear the distinct sounds that make up words. This is an important early literacy skill. Songs also teach new vocabulary and introduce new ideas and concepts.

Sing with your children any chance you have: at home, in the car, during a walk. You don't need a perfect voice, just some enthusiasm. Play music that was written especially for children. Check out music CDs from the library or listen to family-friendly music online from sites such as www.freesongsforkids.com or www.speakaboos.com/songs.

Move to the music. Children develop motor skills as they clap, jump, twirl, and spin to music. Make simple musical instruments and play them as you sing. Fill a plastic bottle with cereal or use a pie-tin and wooden spoon as percussion instruments. Need more ideas for what to make? Find help at the library.

You also can sing nursery rhymes or sing instead of reading a book. Find a book that is based on a song (ask your librarian for help) or make up a simple tune for one of your child's favorite books

Places to Read

Shared reading—or reading books together—is the single best way to help children develop early literacy skills. Read together every day and talk about the books you read.

Create a special space for your children to look at books. Have a comfortable chair or pillows and a small shelf or basket for favorite books. Make sure there's room for you and your child to sit together and that your child can reach books without needing help. Encourage your child to pretend to read a book to a favorite stuffed animal.

Have a special spot for library books. Keep a list of favorite books to check out and the names of authors you especially enjoy. Write down questions your child asks. On your next visit to the library, look for books related to your child's interests.

Show your child that reading is important by letting him or her see *you* read.

Places to Write

Reading and writing go together. Writing activities help children learn letter names and sound out new words. Writing also helps children understand that written words represent ideas, places, and events.

Make it easy for your child to write throughout the day. Set up a space where your child can go on his or her own and use writing materials. Provide pencils, crayons, or markers of different sizes so your child can write with what is most comfortable. Use unlined paper. When your child is ready to write letters, begin with uppercase letters. Try writing favorite words first, such as your child's name or "Mom" and "Dad."

Show examples of your writing: lists, letters, thank you notes, instructions, etc. Write your child a note and leave it in the writing area. Display your child's writing for the entire family to see. Save what your child writes in a box or basket.

Places to Play

Children learn how to express themselves, the meaning of words, and other early literacy skills by playing. Play requires a little space, simple props, and some imagination and encouragement. You don't need special toys or expensive electronics. Provide inexpensive props like large boxes, old clothes or costumes for dress up, empty food containers, paper shopping bags, and empty paper towel rolls. Make sock puppets; create a puppet stage using a sheet draped over two chairs and act out a favorite story.

Encourage your child to create stories by imagining he or she is in another place or pretending to be someone else. Play comes naturally to young children and is one of the primary ways they learn. Provide plenty of opportunities for your child to play.

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Fun Writing Letters and Words

Scribble, Scribble

Help your child experiment with writing using pencils, crayons, markers, and chalk on different kinds of paper and cardboard. Encourage him or her to make scribbles like the strokes used later to form letters: straight lines, curves, and circles. Suggest drawing a story. This can be as simple as three pictures: one for the beginning, the middle, and the end of the story. Have your child dictate the story to you and create captions for the pictures.

Name Games

Find as many ways as you can think of to play with the sounds and letters of your child's name. Help your child find the letters of his or her name in print around your house or when you go to the store. Help your child write each letter and repeat the sound it makes.

Write It Down

Help your child understand that written words stand for spoken words and that writing has a purpose. Use a chalkboard or magnetic letters on the refrigerator to write family messages. Create a menu of meals for the week and ask your child to write or draw what he or she would like to eat. Ask your child to add to a grocery or to-do list. As you find a grocery item or finish a chore, ask your child to check it off the list.

Jack Be Nimble

Many activities that young children enjoy are terrific for developing the fine motor skills and eye-hand coordination, which they need for writing. Encourage your child to cut paper with child-friendly scissors, place beads on a string (or pasta shapes on a shoelace), play with blocks, and do simple jigsaw puzzles. Punch a basic design—a letter, a boat, a flower—in a piece of cardboard. Your child can lace a shoelace or string through the holes in the design. Even pinching spring-loaded clothespins can help build the muscles your child will use for writing.

I Spy

Traditional Game

Song Card by M. Speranza

Tune: "It's Raining, It's Pouring"

To help children explore letter/sound correspondence, point to a letter or just say the sound of the letter, and have the child find something that starts with that letter or sound, i.e.

Point to the letter L and sing:

*I spy with my little eye,
Something that starts with L (or just make the sound of the L)*

For vowels, sing either or both long and short sound.

For small group time, each child could have a bag filled with letters and they could take turns holding up one for the group to sing.

NYS Prekindergarten Foundation for Common Core

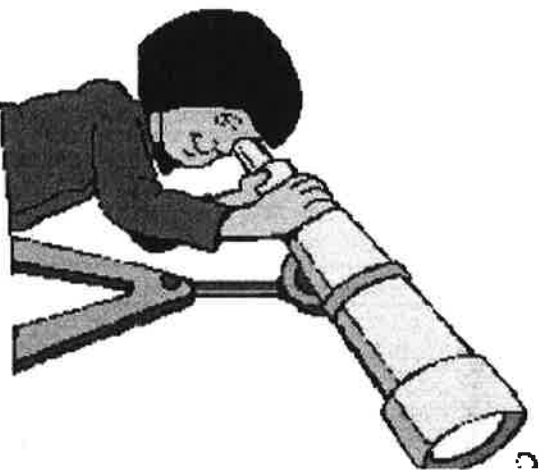
Domain 4: Language, Literacy and Communication, Part B – English Language Arts and Literacy: 1 d; 2 c,d; 3 a,b;

Domain 5: Cognition and Knowledge of the World - The Arts – Music – 3 a,b,c,

COR: P – Singing Q – Listening to and understanding speech; T – Showing awareness of sounds in words; V – Using letter names and sounds

KDIs: D 22, 23, 24, 25; F 41

I Spy



A B C D E F G H I J

K L M N O P Q R S

T U V W X Y Z

a b c d e f g h i j k

l m n o p q r s t u

v w x y z

Tips for Training Adults

Andragogy -- the process of engaging adults in a learning experience -- is the theoretical framework that underlies a lot of good practice in training. Popularized in the United States by Malcolm Knowles, it is based on a number of assumptions, including:

- Adults need to know the reason for learning something.
- Experience provides the basis for effective learning activities. Adults build on their own experience when they learn something new.
- Adults are most interested in learning subjects that have immediate relevance to their work and/or personal lives.

Keeping these assumptions in mind, there are other strategies you can use to be an effective trainer:

1. Know your trainees. If they are strangers to you, spend some time on get-acquainted activities.
2. Let your trainees get to know you.
3. Make sure that your trainees are comfortable. Think about seating, room temperature, and any other accommodations that might be needed.
4. Think about the learning climate you want to create. For most situations, a casual environment allows trainees to interact on a personal level.
5. Most adults are not accustomed to sitting and focusing on new content for extended periods of time. Try to break up the time with activities that get people moving or at least interacting instead of sitting and listening passively.
6. Vary the format in which you present your content: mini-lecture followed by discussion, case studies, video, exercises, Q and A. Remember that your trainees may have a lot to contribute to the topic you are working on. Let them add their own experience and expertise to the mix. Create as many opportunities as possible for the trainees to participate actively.
7. Each of you has your own style of public speaking. Many of you are skilled storytellers. Bring as much of that to the training experience as you can. Stories, anecdotes, and humor all help to make what is often abstract content more memorable.
8. Create opportunities throughout the session for participants to reflect on what they have learned and what they might do with this new knowledge or skill.
9. Stay focused on the trainees. Be aware when they are getting bored or tired or confused. Change the pace if needed or take an unscheduled break.
10. Communicate your own passion or interest in the content of the training. Try to enjoy the experience of being a trainer. There are times when the room seems to literally shimmer with the energy generated by active learning. Inevitably, you will learn something new about yourself from every group you work with.

More Resources for Using ECRR2

- DayByDayNY (<http://daybydayny.org/>) is an interactive early literacy calendar with activities for parents and caregivers and their young children. The calendar uses multimedia to enhance books, songs, and family health and bring these components to life. There is a multitude of resources that will engage families with young children and foster a love of reading and learning.
- The New York State Prekindergarten Foundation for the Common Core consists of the carefully developed early learning expectations linked to K-12 standards to contribute to a more cohesive, unified approach to young children's education. The full resource can be found here: <https://www.engageny.org/resource/new-york-state-prekindergarten-foundation-for-the-common-core>
- Saroj Ghoting is an Early Childhood Literacy Consultant and national trainer on early literacy. She presents early literacy training and information sessions at national, regional, and state conferences, and training for library staff and their partners. She has been a consultant for the Public Library Association and the Association for Library Service to Children of the American Library Association on the Every Child Ready to Read @ your library® early literacy initiative. Her website provides helpful information for ECRR2 implementation: <http://www.earlylit.net/ecrr/>
- Preschool Rainbow provides educational activities that develop into early childhood education lesson plans for teaching the letters of the alphabet. These ideas enhance literacy curriculum and offer games that make learning the alphabet fun for young children that can be used in the Fun with Letters for Parents and Children workshop. www.preschoolrainbow.org/alphabet.htm

The Prekindergarten Foundation for the Common Core, the New York State Early Learning Guidelines, and the Head Start Child Development and Early Learning Framework are three resources to guide early care and learning professionals in understanding children's development and crafting meaningful experiences. These documents, based on the same research, are aligned in the New York State Early Learning Alignment Crosswalk, which can be used in workshops for childcare providers and other early learning professionals. http://nysecac.org/files/1313/7711/9138/NYS_Early_Learning_Alignment_Crosswalk_2012.pdf

