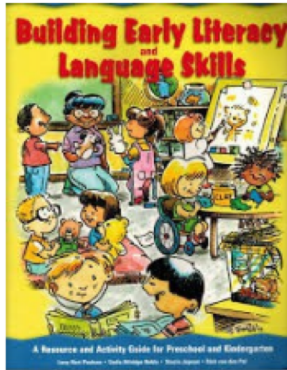



Building Early Literacy and Language Skills

Book Study



Part 3: Chapters 7-8
March 9, 2020

Today's Objectives



- 1

Participants will explore the connection between speech and print development. (Chapters 5)
- 2

Participants will learn how to build print awareness in preschool. (Chapter 5)
- 3

Participants will provide instruction using an "Activity to Build Print Awareness" from Chapter 8 and reflect with colleagues.

Emerging Literacy Research

- 1 Phonological Awareness
- 2 Oral Language and Vocabulary
- 3 Print Awareness

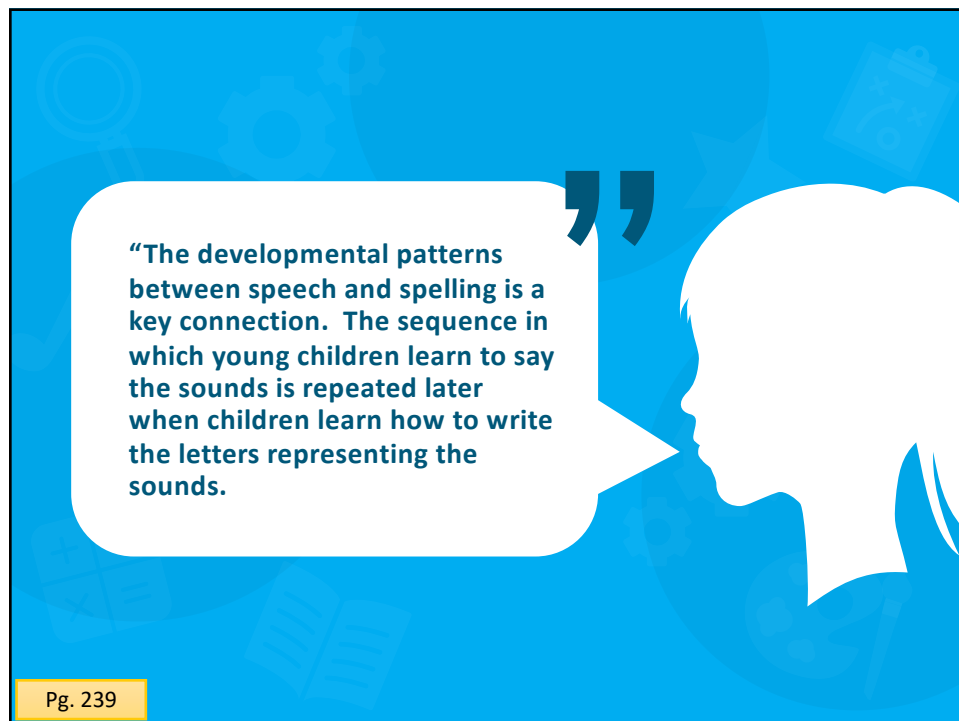
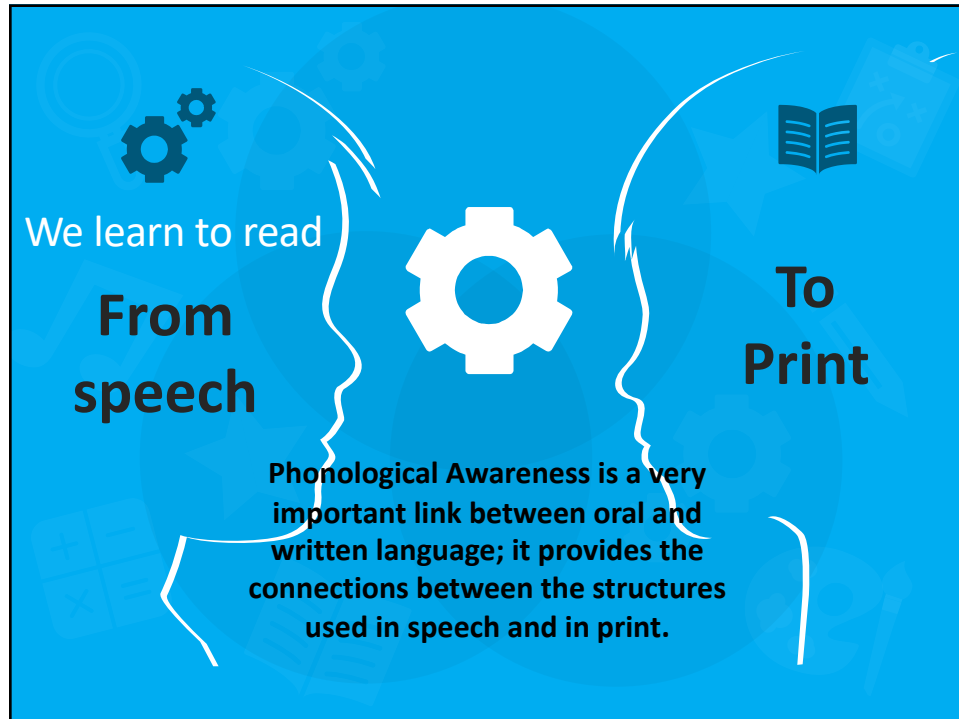


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Chapter 5

- Participants will explore the connection between speech and print development.
- Participants will learn how to build print awareness in preschool.





3-2-1 Reflection

Share one thing you learned from Chapter 5.



3 Things You Learned



2 Things You Will Use Immediately in Your Work



1 Thing That Surprised You

Stage 1

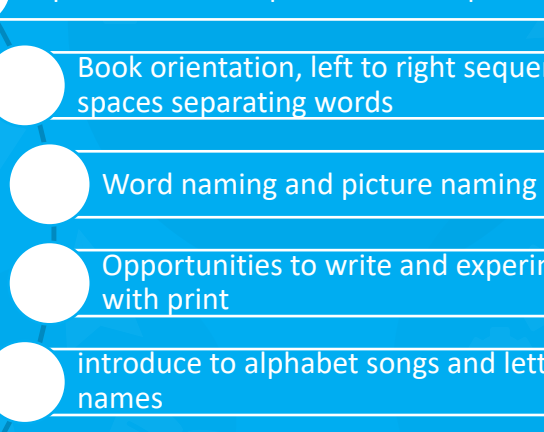
(Before Symbolic Relationship)

Phonology	Print
Babbling stage, ages 0-1 <ul style="list-style-type: none"> • Baby cooing and babbling • Practice moving mouth and making sounds • No meaning 	Pre Alphabetic, ages 2-4 <ul style="list-style-type: none"> • No letter/sound knowledge • Scribbles, mock letter writing, random letter strings • Pre-writing • logographic





What Children Need – Stage 1

- 
- Exposure to and experiences with print
 - Book orientation, left to right sequencing, spaces separating words
 - Word naming and picture naming
 - Opportunities to write and experiment with print
 - introduce to alphabet songs and letter names
 - Adults who will write what the child says

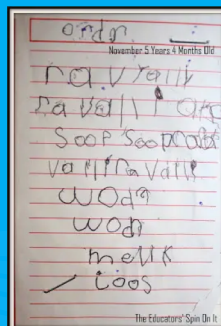
Stage 2



Phonology	Print
Simple consonant – vowel word structure, ages 1 ½ - 2 years	Partial Alphabetic, ages 5 years
<ul style="list-style-type: none"> Babies say first words, which are cv (“da”) or have repeated syllables (“mama”) 	<ul style="list-style-type: none"> Beginning of letter/sound knowledge Start of phonetic writing Simplified writing, most perceptible letters



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What Children Need – Stage 2

- Explore writing, test spelling, think through letter sound relationships
- Experiences with and exposure to books and print in the environment
- Many opportunities for real and creative writing, including experimental spelling
- To learn letter names and letter sounds
- Access to a variety of writing materials.

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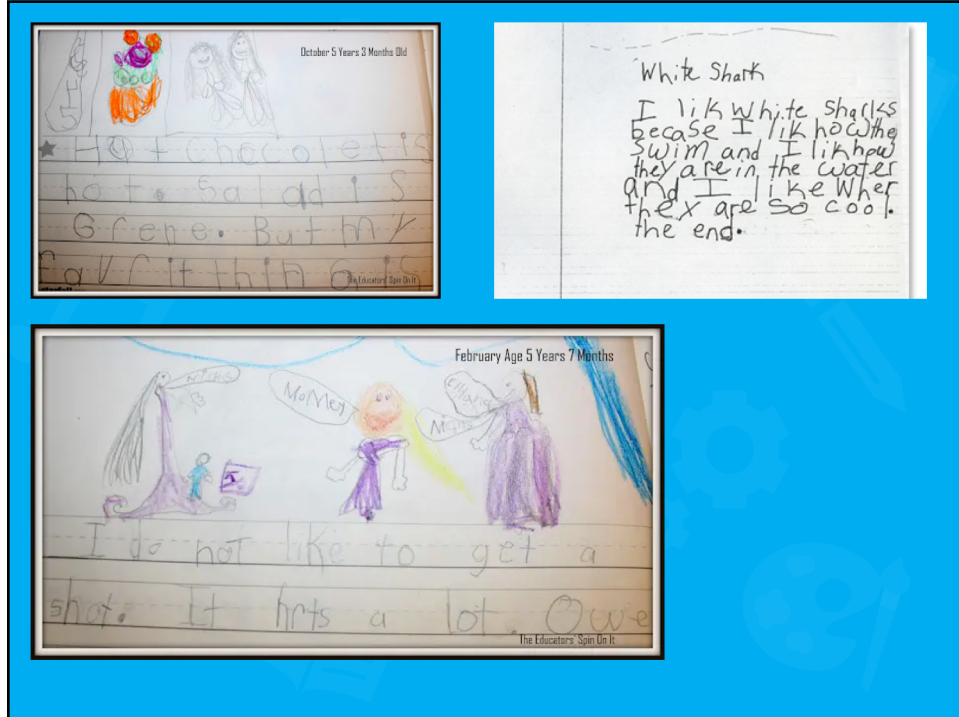
Stage 3



Phonology	Print
Word ending and syllable combinations, ages 2 ½ - 3 years	Later Alphabetic, around 6-7 years
<ul style="list-style-type: none"> Produce a wide variety of speech sounds in words Blends Produce sounds at end of words Multisyllabic words 	<ul style="list-style-type: none"> Understand alphabetic principle Writing has close letter-sound relationships Some basic sight words



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What Children Need – Stage 3

- Experiences with and exposure to books, including decodable and emergent readers
- Opportunities to increase sight word and vocabulary acquisition.
- Encouragement to write longer sentences and paragraphs.
- Phonics instruction
- Instruction in mechanics of writing

Stage 4



Phonology

Print

Word ending and syllable combinations, age 4 years

- Conversational speech
- Some articulation error (/r/, /l/, /th/)
- Strong understanding of the phonological system of oral language

Consolidated alphabetic, around 8 years

- Well developed understanding of phonics rules.
- Children identify chunks of words.
- Minor spelling errors as children learn about irregularities in the language.
- Large sight word vocab.



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Want to Learn More?

<https://www.readingrockets.org/looking-at-writing>

Launching young readers!

Reading Rockets

Teaching Reading ▾ Helping Struggling Readers ▾ Reading Topics A-Z ▾ Children's Books & Authors ▾

Research, G... Looking at Writing ...s and Others ▾

Writing is a process. Writing with kids can be incredibly rewarding. It can also be painstaking and frustrating, for the writer and for the adult. For most writers, it's somewhere in-between. This interactive tool is designed to help teachers and parents learn more about writing.

To learn more about teaching writing, see our self-paced online course, [Reading 101: A Guide to Teaching Reading and Writing](#).

See writing samples:

- > Pre-K
- > Kindergarten
- > 1st Grade
- > 2nd Grade
- > 3rd Grade

What you'll find here:

- Writing samples from real kids
- Advice about instruction based on samples
- Guidance on writing assessment
- Classroom strategies
- Writing resources
- Video about writing

[Classroom strategies](#)

3-2-1 Reflection

Share one of the things that surprised you from Chapter 5.



3 Things You Learned



2 Things You Will Use Immediately in Your Work



1 Thing That Surprised You

“Understanding the structure and rules of our phonological system is a necessary component of learning to read and write; phonological awareness plays an important role in print development.”

Consonant Sounds in Words

/v/	/f/
/b/	/p/
/z/	/s/
/d/	/t/
/g/	/k/
/zh/	/sh/
/j/	/ch/
<u>/th/</u>	/th/

Practice making the sounds in each column.
What headings would you put on these 2 columns?

What other consonant sounds are voiced sounds?

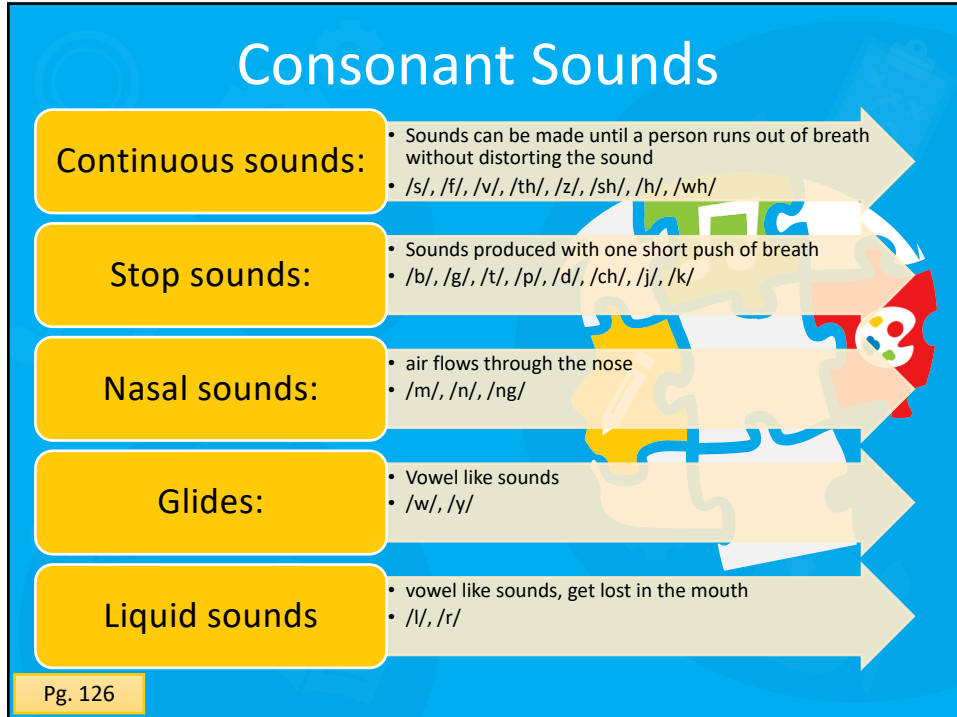
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Sounds in Words

Voiced Sounds	Unvoiced Sounds
/v/	/f/
/b/	/p/
/z/	/s/
/d/	/t/
/g/	/k/
/zh/	/sh/
/j/	/ch/
<u>/th/</u>	/th/
/m/, /n/, /ng/	
/l/, /r/	

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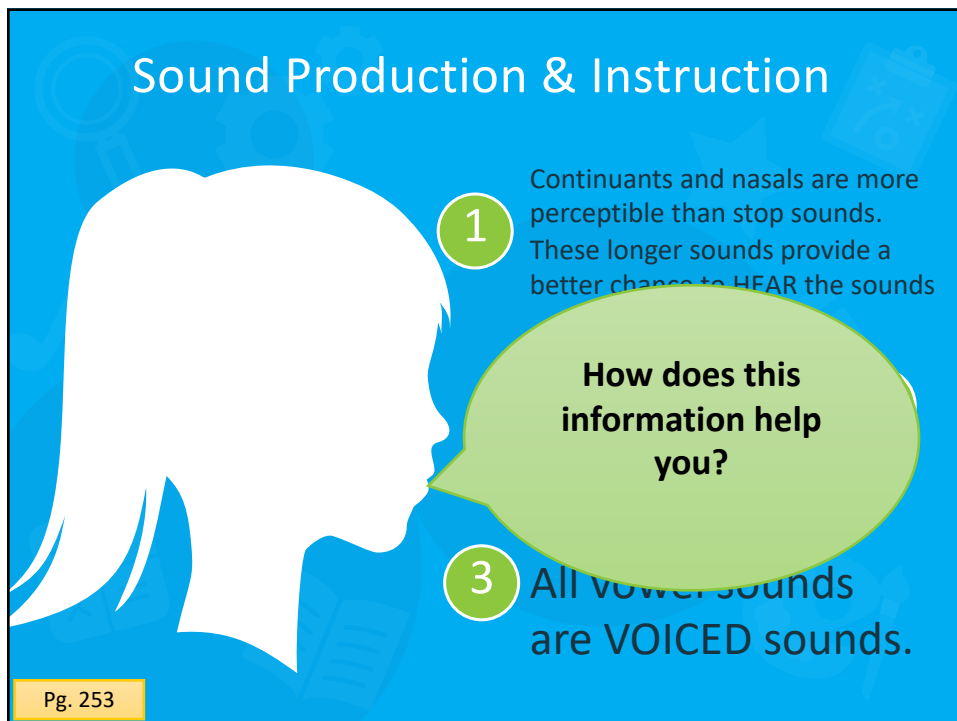
Consonant Sounds



Continuous sounds:	<ul style="list-style-type: none"> Sounds can be made until a person runs out of breath without distorting the sound /s/, /f/, /v/, /th/, /z/, /sh/, /h/, /wh/
Stop sounds:	<ul style="list-style-type: none"> Sounds produced with one short push of breath /b/, /g/, /t/, /p/, /d/, /ch/, /j/, /k/
Nasal sounds:	<ul style="list-style-type: none"> air flows through the nose /m/, /n/, /ng/
Glides:	<ul style="list-style-type: none"> Vowel like sounds /w/, /y/
Liquid sounds	<ul style="list-style-type: none"> vowel like sounds, get lost in the mouth /l/, /r/

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Sound Production & Instruction



1 Continuants and nasals are more perceptible than stop sounds. These longer sounds provide a better chance to HEAR the sounds

How does this information help you?

3 All vowel sounds are VOICED sounds.

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Print Awareness

“When experiences with print are limited, children lack the exposure needed to figure out how print works.”

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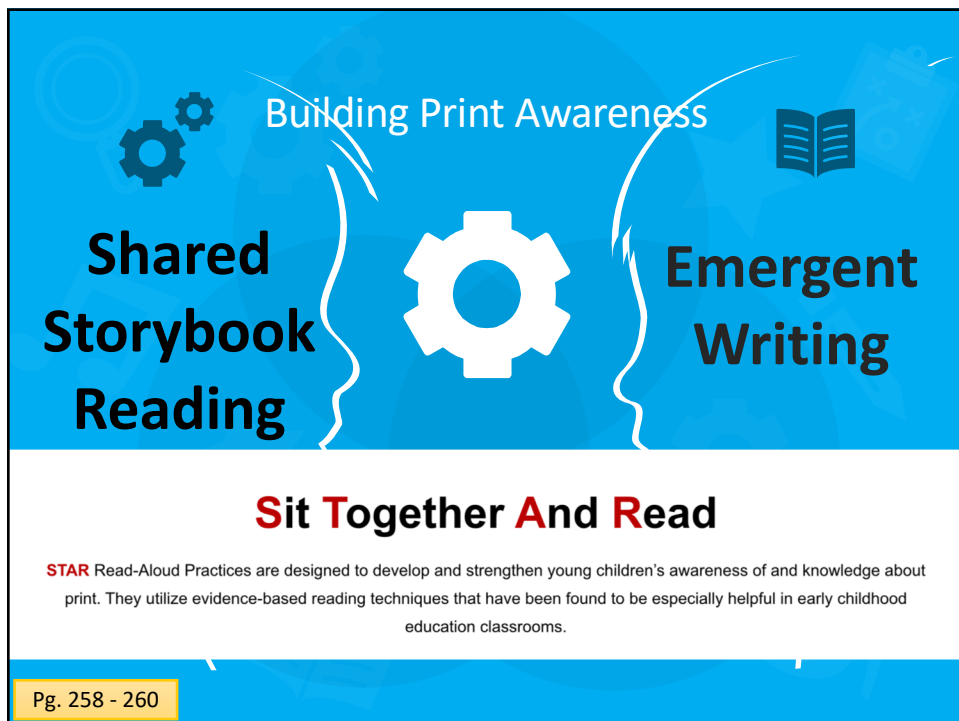
Building Print Awareness

- 1 Book awareness
- 2 Symbol identification
- 3 Word identification
- 4 Alphabet Song
- 5 Left to right sequencing
- 6 1:1 word correspondence
- 7 Letter name identification
- 8 Letter sound identification



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Print Development



3-2-1 Reflection

Share one of the things that you will use immediately from Chapter 5.



**3 Things You
Learned**



**2 Things You
Will Use
Immediately
in Your Work**



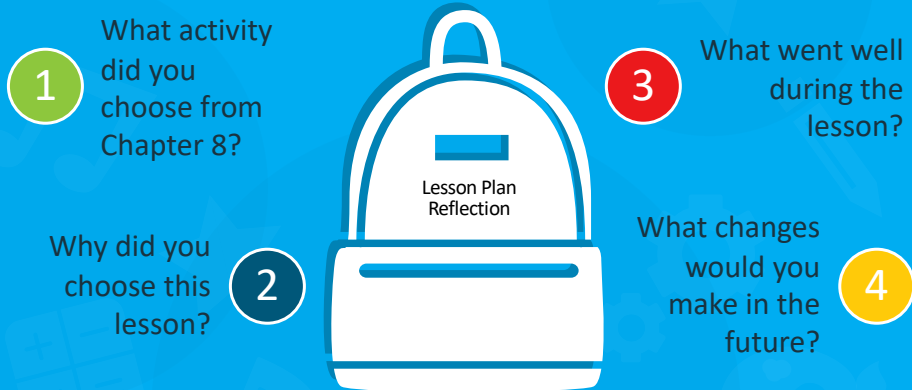
**1 Thing That
Surprised You**

Chapter 8

Participants will provide instruction using an "Activity to Build Print Awareness" from Chapter 8 and reflect with colleagues.




Reflecting on Implementation



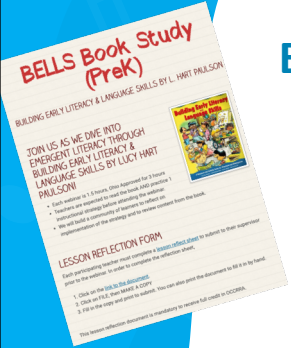

Print rich environments at home, child-care sites, and at school provide opportunities to engage children in meaningful language and literacy experiences. Children need many exposures to and interactions with print.

Writing opportunities that allow the discovery of letter sound associations without a focus on correct spelling are also important.



Evaluate Today's Book Study

<https://forms.gle/XyC7FiCCqqcKKm6p7>



Building Early Literacy and Language Book Study

Want the Recordings and Slides?

<https://www.smore.com/jc0s3>

