The Pillars of Early Literacy
Agenda

Opening Activity 5min
What is involved in reading?

Central Ideas & Practice 45min
The Pillars of Early Literacy

Application 30min
Adult-Child Interactions

Implementation & Closing 5min
<table>
<thead>
<tr>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Activity</td>
</tr>
<tr>
<td>Central Ideas &amp; Practice</td>
</tr>
<tr>
<td>Application</td>
</tr>
<tr>
<td>Implementation &amp; Closing</td>
</tr>
</tbody>
</table>
Magic

Read this to yourself. Read it silently.
Don’t move your lips. Don’t make a sound.
Listen to yourself. Listen without hearing anything.
What a wonderfully weird thing, huh?

NOW MAKE THIS PART LOUD!
SCREAM IT IN YOUR MIND!
DROWN EVERYTHING OUT.
Now, hear a whisper. A tiny whisper.

Now, read this next line with your best crotchety-old-man voice:
“Hello there, sonny. Does your town have a post office?”
Awesome! Who was that? Whose voice was that?
It sure wasn’t yours!

How do you do that?
How?!
Must be magic.
Knowledge and Skills Required:

• Directionality of print
• Recognition of letters
• Association of a letter with a sound
  • Ability to listen for the differences in the sounds of words
• Broad vocabulary or familiarity with spoken words
• → Decoding written text
Agenda

Opening Activity 5min
Central Ideas & Practice 45min
Application 30min
Implementation & Closing 5min
The Pillars of Early Literacy

<table>
<thead>
<tr>
<th>Language and Literacy Domain</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral language</td>
<td>Vocabulary Comprehension</td>
</tr>
<tr>
<td>Books and print knowledge</td>
<td>Alphabet knowledge</td>
</tr>
<tr>
<td>Phonological awareness</td>
<td>Meaning and use of print</td>
</tr>
<tr>
<td></td>
<td>Phonemic awareness</td>
</tr>
<tr>
<td></td>
<td>Rhyme awareness</td>
</tr>
</tbody>
</table>
English Language Arts
READING COMPREHENSION

DIRECTIONS
This session contains two reading selections with twelve multiple-choice questions and one open-response question. For multiple-choice questions, mark your answers by filling in the circle next to the best answer. For the open-response question, write your answer in the space below the question.

When 12-year-old Milton Daub sees snow falling outside the window of his New York home, he has no idea that he is living through a historic storm. The Snow Walker is based on real events from the blizzard of 1888, one of the worst snowstorms in United States history. Read the story to find out what Milton does during the storm and answer the questions that follow.

from The Snow Walker
by Margaret K. and Charles M. Wetterer

Monday, March 12, 1888

Crack! The sound jolted Milton awake. A howling wind rattled the window. Milton jumped out of bed and pushed aside the curtains. A smile lit his face. Snow! Snow was everywhere. He saw that a giant branch had broken from the maple tree. Now wind was tossing it crazily across the yard.

Quickly Milton pulled on his school clothes and ran downstairs. Snow covered all the windows. The hall and parlor were dark. Back in the kitchen, Mama had lit the kerosene lamp. Everyone was eating breakfast, even baby Jerome in his high chair.

“Mama! Why didn’t you call me?” Milton asked. “It’s after 7:30. I’ll be late for school.”

“No school today,” his mother replied. “There’s a wall of snow blocking the front door.”

“We’ll all stay home,” said his father. “It’s dangerous out in that storm.”

“We have plenty of food,” Mama said, checking the icebox. “But I do wish we had more milk.”

“I’ll go and buy some,” Milton offered.

“Don’t be foolish, Milton!” his father exclaimed. “The drifts are already climbing to the second story. You would be buried out there.”
TIP : Reading to develop Vocabulary

1. Identify key vocabulary words

2. Plan how you will define these words (use a variety of strategies – verbal, gestures, tone, illustration, etc.)

3. Repeat these words often!
The book tells us that the new baby didn’t belong to the duck and the pig. That means that it must have belonged to one of the other animals. I see a horse and a cow. Maybe the new baby belonged to one of those animals.
TIP: Build Comprehension by

1. Helping children understand characters’ feelings, motivations, goals, and actions

2. Supporting children’s ability to use reasoning to understand the text
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</tr>
<tr>
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<td>Rhyme awareness</td>
</tr>
</tbody>
</table>
Books and Print Knowledge – Alphabet Knowledge

Z z  S s  P p
Y y  F f  M m
T t  O o
TIP: Support Alphabet knowledge by

1. Starting with the letters in a child’s name (then those in a friend or family member)

2. Identifying letters, then the shapes of letters, then the sounds associated with letters

3. If child is struggling to learn a few select letters, incorporate these letters into games. Ex. I Spy
Books and Print Knowledge – Meaning and Use of Print

Chocolate Pound Cake

3 cups sugar
1/2 cup vegetable shortening
1 cup milk
5 tsp. cocoa
1 tsp. vanilla extract
1 cup unsalted butter
5 eggs
3 cups plain flour
a pinch of salt

Cream together sugar, vegetable shortening, and butter. Add eggs one at a time. Sift together dry ingredients and add to mixture alternately with milk.

Coat a tube cake pan with vegetable shortening and then closely line with wax paper. Pour cake mixture into cake pan and bake at 325 degrees for approximately one hour and ten minutes. Test for doneness with a wooden toothpick (Granny always used a bristle from the broom but a toothpick is cleaner). The toothpick should come out dry. If not, bake for another ten minutes.

When done, allow cake to cool for about 20 minutes and then invert the cake pan on a cake plate and remove the wax paper from the cake.

WRONG WAY

FreeFoto.com
TIP: Help children to develop Meaning and Use of Print by

• Point out text in books
• Refer to different forms of print – signs, charts, labels. It’s everywhere!
• Encourage children to write (label drawings, write a caption, etc)
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Phonological Awareness – Phonemic Awareness

Bed
Plate
Phonological Awareness – Phonemic Awareness

Brother (broth-er)
Faded (fad-ed)
Gently (gent-ly)
Harmonica (har-mon-i-ca)
TIP: Play games to develop Phonemic Awareness

1. I Spy – “I spy something that starts (or ends) with /s/.”

2. Sound Blending – “If you think you know this word shout it out.” /k/ /a/ /t/

3. What word am I thinking of? “It starts with /l/ and it ends with /ight/.”
Rhyming

TIP: Singing to develop Rhyme Awareness

1. Emphasize the rhymes in songs

2. Pause before the second rhyming word to see if children can join in/finish the verse

3. Example song: “A Hunting We Will Go”
Agenda

- Opening Activity: 5min
- Central Ideas & Practice: 45min
- Application: 30min
- Implementation & Closing: 5min
VIDEO: Every Child Needs a Champion, Rita Pierson
Introduction to Powerful Interactions

• Step 1: Be Present

• Step 2: Connect

• Step 3: Extend Learning
Step 1: Be Present

- Pause to quiet your static
- Take a few deep breaths
- Do a quick body scan
- Observe and listen first
Step 2: Connect

- Observe what a child is doing
- Listen to what a child is saying
- Form a relationship
- Build knowledge about the child
Step 2: Connect

What are the ways you and children may differ?

• **Temperament** – a person’s nature or way of being. Researchers have identified three basic types of temperament: easygoing or flexible, slow to warm or cautious, or intense and feisty. Which are you?

• **Preferences and interests** – a person’s likes and dislikes

• **Culture and language** – reflected in how a person communicates with, judges, and responds to others
Step 2: Connect

To signal a connection a child may:

- Look at you and smile
- Continue playing, but with a little extra focus and enthusiasm
- Involve you in her play
- Show or tell you something
- Ask you a question
Strategies for Connecting:

- Show respect
- Listen to children
- Personalize your interactions
- Adjust yourself to connect with children based on their needs
- Slow down or speed up your interaction to be in step with the child
- Use your real voice
- Use the child’s name
Agenda

Opening Activity  5min
Central Ideas & Practice  45min
Application  30min
Implementation & Closing  5min
What is one strategy you are excited to use?

Is there anything you are still nervous about?