

Creating a Joyful Early Literacy Experience

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DEC Recommended Practices

Instruction

INS4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.

INS6. Practitioners use systematic instructional strategies with fidelity to teach skills and promote child engagement and learning.

[Division of Early Childhood \(DEC\) Recommended Practices](#)





Learning Outcomes

1. Participants will learn the importance of language development in young children and how it impacts future reading skills.
2. Participants will learn what skills are most important for young children to develop around language and literacy.
3. Participants will learn how to embed playful and joyful literacy and language activities into daily routines for young children.



The Importance of Play

Play promotes joyful learning that fosters self-regulation, language, cognitive and social competencies, as well as content knowledge across disciplines. Play is essential for all children, birth through age 8.

Joy Impacts the Developing Brain!



Every time children experience joy, the pathways in their brains that are dedicated to feeling this positive emotion grow stronger.



Early Literacy Defined

“**Early literacy** is what children know about communication, language, reading, and writing **BEFORE** they can read and write.”





“Exposure to rich literacy has a tremendously positive effect on young children. Delaying these experiences until school age can severely limit a child’s future achievement.”

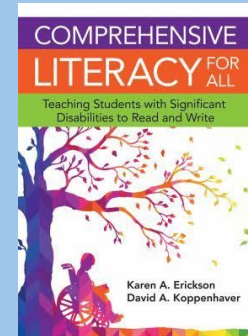
(NAEYC, 1998)



“Particularly relevant to individuals with significant disabilities, is that emergent literacy exists on a continuum that appears to begin just before birth as infants in utero gain various forms of language awareness. That means there are no prerequisites beyond life. There are no candidacy questions beyond being a human being. That also means that emergent literacy never ceases to be relevant.”

-Erickson & Koppenhaver

Erickson, K. A. & Koppenhaver, D. A. (2020). *Comprehensive Literacy For All Teaching Student with Significant Disabilities to Read and Write*. Paul H. Brookes Publishing.



The Brains Need for Repetition

- Repetition strengthens connections in the developing brain.
- Repetition must be on the child's terms.
- When adults force repetition, this is actually “drill activity” rather than repetition.

Language Connection to Literacy

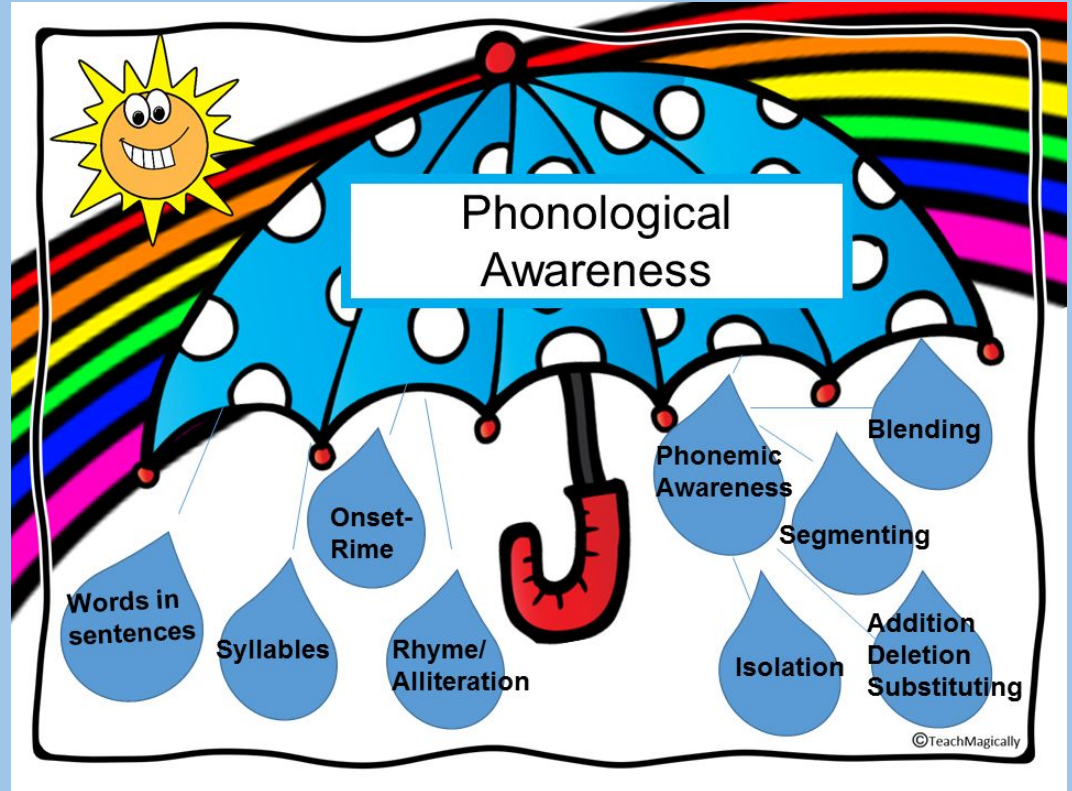




Why Phonological Awareness?

- Critical prerequisite for beginning reading
- Most learn through typical oral interactions, some do not
- Majority of poor readers have weak phonological awareness
- Phonological Awareness skills develop through intentional introduction to words and word skills (rather than developing through incidental exposure) (Sulzby & Teale, 1991).
- Highly related to later success in reading and spelling (Ehri et al., 2001, as cited by Birsh & Carreker, 2018).

Phonemic awareness is part of phonological awareness.





More Simply Stated...

Phonological awareness is our ability to identify and manipulate sounds and syllables in **words** and **sentences**.



Phonemic Awareness

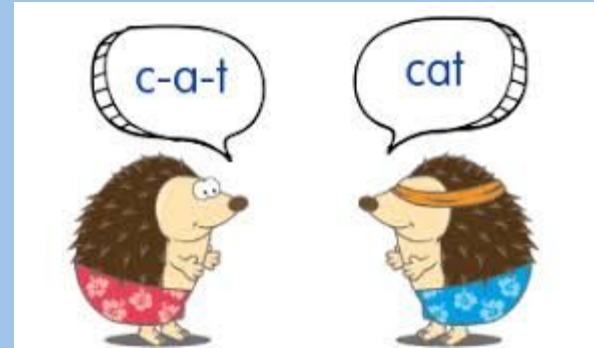
The ability to hear and identify the individual phonemes (sounds) in words.

Phonemes: the individual sounds you can hear in words. For example, *cat* and *like* both have three sounds (c-a-t and l-i-ke).





Phonemic awareness can be taught **in the dark** because the idea is for children to **LISTEN** to sounds rather than see them.



One Page Resource: All About Phonological Awareness



What is the Phonological Awareness Hierarchy?

There are 4 main components that make up Phonological Awareness.

Rhyming (Ages 2-5)

The ability to match/produce word endings.

Alliteration (Ages 3-7)

The ability to match/produce word beginnings.

Blending (Ages 4-5)

The ability to combine syllables or sounds to make words.

Segmenting (Ages 4-5)

The ability to separate words into syllables and sounds.

Word parts include:

Whole words (elephant)

Syllables (di/no/saur)

*Onset and *Rime (d-og, ch-eck)

*Phonemes (cat = /k/ /a/ /t/)

***Onset** is defined as the first consonant, or group of consonants in a one-syllable word.

***Rime** is the remaining vowel and consonants that follow the onset.

***Phonemes** are the individual speech sounds in a word.

What does Phonological Awareness development look like?

Rhyme

2-3 year old children generally participate in speaking nursery rhymes, finger plays, jingles, songs and books. 3-5 year old children generally can match (and subsequently produce) rhymes.

Alliteration

3-5 year old children may recognize words with the same initial sound. 5-7 year olds may produce initial sounds in words.

Blending

Most 4-5 year old children are able to combine syllables or sounds to produce words.

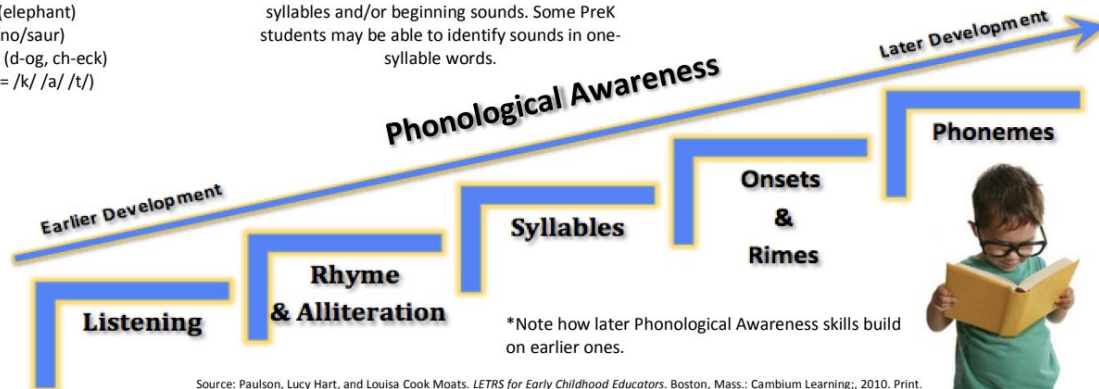
Segmenting

Most 4-5 year old children are able to identify syllables and/or beginning sounds. Some PreK students may be able to identify sounds in one-syllable words.

Why is Phonological Awareness important?

"Phonological awareness skills in Kindergarten have been identified as one of the best predictors of reading achievement between Kindergarten and 2nd grade (NRP, 2000; Snow et al, 1998; Whitehurst & Lonigan 2002)."

Phonological awareness is most strongly related to literacy development (Anthony & Francis, 2005; Lonigan, 2006) and is a very important link between oral and written language. It is one of the three foundations of early literacy. Providing instruction along the phonological awareness hierarchy should be initiated well before children enter kindergarten.





What You Can Do To Support Your Young Child?

- ★ Talk
- ★ Sing
- ★ Read
- ★ Play





Listening

- To help children gain the most benefit from phonological awareness activities, they need to practice how to listen with purpose.
- Purposeful listening can be playful & fun!

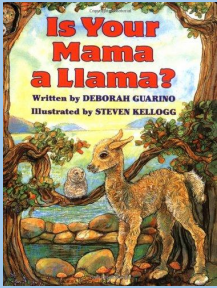




Intentional Instruction Can Use...

- Songs
- Nursery Rhymes
- Finger Plays
- Repetitive texts
- Sorts
- Pictures
- Manipulatives
- Silliness
- Matching Activities
- Books





Rhyming



2 – 3 Years Old	Children participate in saying nursery rhymes, finger plays, jingles, songs, and books that are read to them.
3 – 5 Years Old	Children match words that rhyme.
4 – 5 Years Old	Children produce words that rhyme.

Alliteration

Lazy leaping lizards like licking luscious lollipops.

Purple possums pick pineapples.

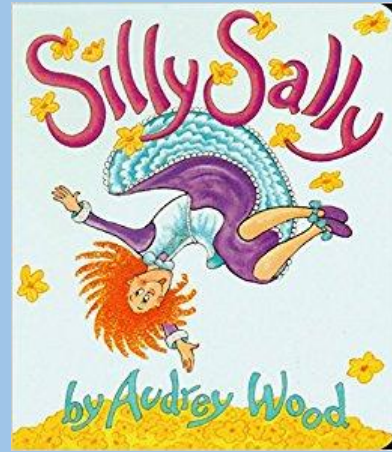
Koalas kick kind kangaroos.

Playing platypus's pick peanuts.

Kooky kookaburras kick kings.

Wiggly wombats wiggle while walking.

Cool cockatoos cook creative carrots.





Syllables

- Clapping or stomping syllables is one way our children can hear the different chunks of sounds that make up our words.
- A fun way to practice syllables is with children's names



Rhyme Exposure

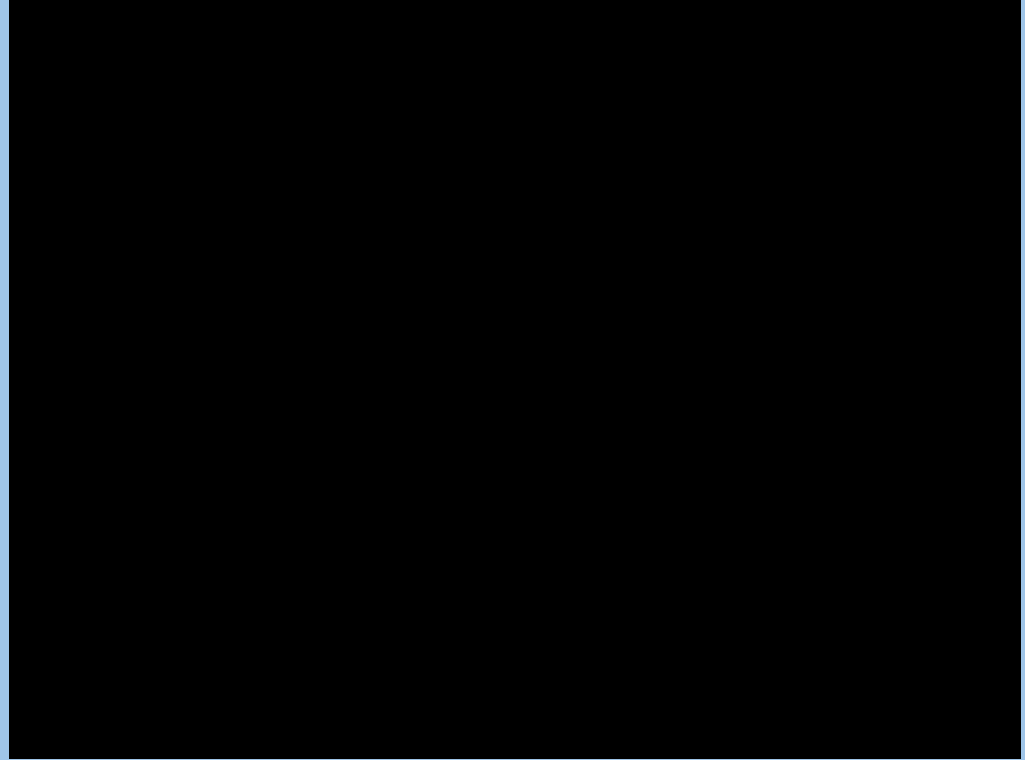


My favorite tool to
expose students to
rhyming...

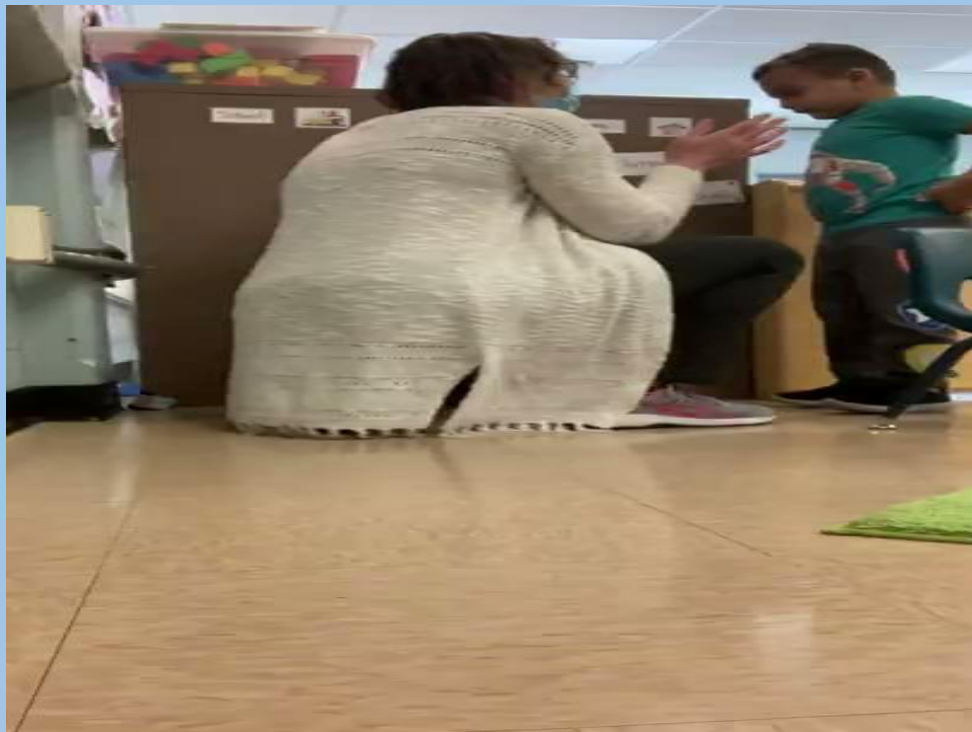
fingerplays!



Learn to Rhyme: Table Top & Movement



Syllable Exposure



Books That Involve Word Play



"My Truck is Stuck" by Kevin Lewis

"Chicka Chicka Boom Boom" by Bill Martin Jr. and John Archambault

"I Ain't Gonna Paint No More" by Karen Beaumont

"My Pet Feet" by Josh Funk

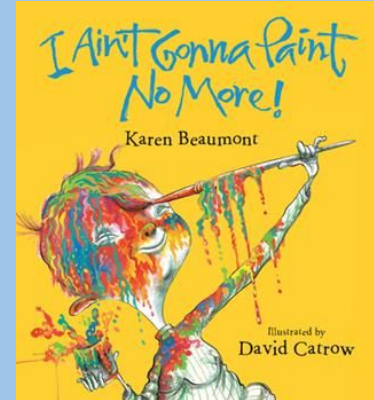
"Theo Thesaurus The Dinosaur Who Loved Big Words" by Shelli R. Johannes

"Lexie the Word Wrangler" by Rebecca Van Slyke

"Hornswoggled!" by Josh Crute

"The Book with No Pictures" by B.J. Novak

"Little Blue Truck" by Alice Schertle





Chants, Songs, & Rhymes

The Itsy, Bitsy, Spider

I'm a Little Teapot

Willoughby, Wallaby, Wee

Humpty Dumpty

Hickety, Tickety, Bumblebee

Five Green and Speckled Frogs



Intentional Instruction Should Be...



- Explicit - model
- Systematic, Sequential - follow skill development, teach all
- Short - 5 minutes
- Sounds before letters
- Multisensory - mouth awareness
- Planned and purposeful
- Choose only one purpose/learning target for each activity you plan

Important Considerations for Developmentally Appropriate Practices that Support ALL Students

- Classroom schedule at eye level that is referenced often throughout the day
- Visual supports paired with text
- Mix of teacher directed and child directed activities....no more that 20 minutes of teacher directed instruction at a time.
- Children can only attend for the number of years old they are plus one. So a 4 year old can attend for 5 minutes.
- PreK children need a playful classroom environment with focused learning opportunities. Reading, writing, and play are seamless parts of a meaningful whole. Authentic writing and reading *become* play!
- 60 minutes of uninterrupted play EVERY day!



Ways to Adapt: Intentionally adapting the environment promotes a child's access to and participation in learning opportunities

- **Stabilizing or securing:** making an adaptation to keep a toy in place or to stop it from tipping over too easily
- **Extending or enlarging:** adding something to a toy so that it is easier for a child to manipulate or grasp
- **Enhancing:** adding something, such as color or texture, to a toy so that it is easier to see or feel or is more appealing to a child
- **Simplifying:** reducing the steps, removing the number of pieces necessary to complete a task, or replacing pieces for an easier fit



resources



[ECLKC Phonological Awareness](#)

[Reading Rockets: Phonological and Phonemic Awareness](#)

[Phonological Awareness video](#)

[Preschool Language and Literacy](#)

[Phonological Awareness](#)

[11 Fun Activities for Boosting Phonological Awareness](#)

[The First Letter Is](#)

[Sound Advice](#)

[Phonological Awareness Activities](#)

[Oral Games for Developing Phonological Awareness](#)

Early Learning- Technical Assistance & Implementation Services and Supports



State ECSE Professional Learning

- Cohorts
- Events
- Series
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State ECSE Technical Assistance

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State ECSE Email List

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Check your SPAM folder



EL-TAI

Early Learning Technical Assistance & Implementation

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