

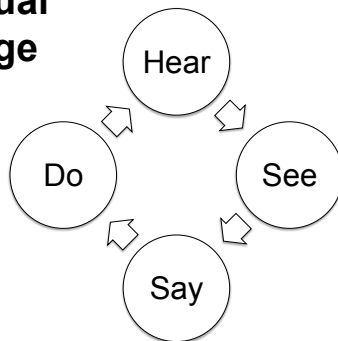
Collaborative Activities That Develop Emergent Language and Literacy Skills

Vicki Gibson, Ph.D.
Author, *We Can Early Learning Curriculum*

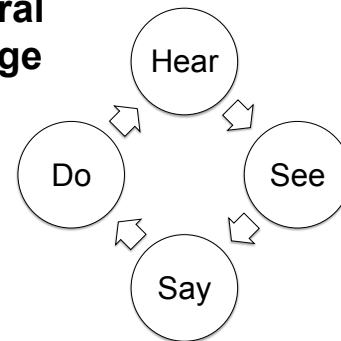
Today we will talk about selecting and using activities that develop foundational skills for emergent language and literacy

- Listening
- Speaking
- Early reading skills
- Emergent writing skills

Conceptual knowledge



Procedural knowledge



We need to identify our instructional purpose

WHY we do
WHAT we do

and consider **how** an activity impacts learning and skill development

Select activities that are purposeful and that follow learning progressions

Before using an activity, determine its purpose and intended outcome... what's the **use and benefit**

Consider what a learner would have to know to successfully participate... **prior knowledge or skill**

Determine how to order the presentation of information so learning makes sense... **what comes first**

Activities that develop emergent language and literacy skills are:

Age and developmentally appropriate...
appropriate time to develop concept and skill

Learner-friendly...children **can succeed**
with guidance

Adds value worth the investment...**outcome was worth the effort**

Successful learners listen

- Listen when a person is talking**
- Listen when text is read aloud**
- Listen and follow directions**
- Listen attentively for key details**

Listening attentively involves more skills than simply hearing sounds.

Listening attentively is an acquired skill.

Listen to different genres of music
Model how to:

- Be quiet and listen for specific sounds
- Verbalize what you hear
- Act out and describe emotions
- Listen and identify similarities and differences

Make the activity fun, engaging and instructional.

Listen and respond to music

- Move to rhythm or beat
- Repeat sound patterns
- Listen for specific sounds
- Listen and follow directions

Model and practice listening skills



listen

- Demonstrate how to **STOP** what you are doing and listen to a speaker
- Use ASL hand sign to **PROMPT** listening behavior
- Have children **COPY** your model, saying, "*Listen*" while making the ASL hand sign

Follow agreed upon rules for listening

Frequently role-play and practice how to:

- Be quiet and listen.
- Focus on the speaker.
- Wait for a turn to talk.
- Ask questions for clarification.
- Restate or retell information using own words.

Practice listening for key details

Teach how to listen for **IMPORTANT** words...

Say a short sentence, **The dog barked at the girl.**

Identify which words communicate the most information and enable comprehension.

The **dog barked** at the girl.

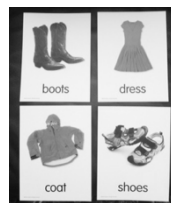
Practice speaking and listening in collaborative conversations using important words

- Focus on topic under discussion
- Include words/details about topic
- Wait for turn to speak
- Engage in multiple exchanges

Develop conceptual word knowledge using concept sorts



Foods we eat



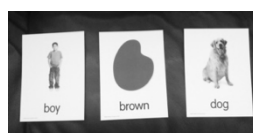
Clothing we wear

Words Their Way for PreK-K, Bear, Invernizzi, Templeton, & Johnson

Listen and determine how words are used to name objects and describe details.

This is a brown dog.
The dog has brown eyes
and a brown nose.

Place pictures or photographs in a row and tell a story.



The boy had a brown dog.

Read a short story to hear what the text says and see how the illustrations also tell the story

Read to a **STOPPING POINT**

Connect ideas...what the text means and what the illustrations show



Model and teach children how to listen for the way authors use words to tell a story from the beginning to the end.

The brown dog wanted to go outside and play. He walked to the door and barked. A boy put a leash on his collar and took the brown dog outside.

The boy and the dog played with a ball. When the boy and the dog were tired, they went inside and got a drink of water and rested.

Retell story using illustrated story parts

Re-read text

Describe setting or characters

Retell sequence of events

Use key details to describe setting, characters, or events.



Use Word Webs and diagrams to illustrate connections

Use prompts and engage in collaborative conversations using new words

Successful learners use vocabulary words to:

Point to objects when described by adult

Name or label common objects

Identify details

Act out or tell how to use of object

Describe details in a picture

Vocabulary instruction helps children:

Hear words correctly (sound parts or syllables)

Understand conceptual word meanings

Make connections between spoken words, illustrations and printed text

Use new words in oral language activities

Isolate and identify sounds (beg/middle/end sounds)

Extend learning using collaborative activities

- Describe familiar objects
- Make comparisons – setting, characters or events
- Review sequence of events and retell story using Picture Walk or graphic organizer
- Compare two familiar stories
- Compare fiction and informational text and illustrations...what is real or make-believe

**Describe familiar objects:
Person, place, or thing**

- Describe setting using key details in illustrations and words read aloud
- Describe characters
- Compare and contrast characters
- Retell actions and events
- Make connections between setting and characters or events in story

**Use Reading Routines to enable
listening comprehension**

- Read text aloud at *reasonable rate*
- Read to a **STOPPING POINT**
- Engage in collaborative conversation
- Make connections
- Re-read and locate evidence
- Make inferences and predictions

Differentiate how text is read aloud

Read only a small portion of text or a story in one lesson period

Spend more time listening to text read aloud, then discuss word meanings and concepts

Discuss key details in illustrations and re-read a sentence to talk about use of words to convey an idea or feeling

Locate EVIDENCE to support responses to questions, inferences or predictions

**Reread text, making connections
and discussing how story parts
or information fits together**

Talk about the **big ideas** and how illustrations help to understand concepts and word meanings.

**Use graphic organizers to record
and retell sequence of events in
story**

**Draw a Venn diagram to compare
two familiar stories and discuss
what is the same or different**

**Connect concepts:
Print awareness, vocabulary word
meaning and oral language**

Say the word, *banana*
Clap out sound parts (syllables)
ba na na
Say it with me
ba na na

I want a banana.
Say it with me ... *I want a banana.*

Emphasize phonological awareness before phonemic awareness

Hear...see...say...do

Basketball
bas ket ball (clap 3 times)

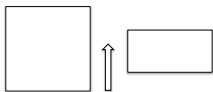
I like to play basketball.

Focus on developmental progressions to achieve outcomes

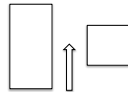
Delay focusing on:

- Memorizing letter names
- Identifying hard-to-hear sounds
- Copying or printing letters or numerals
- Sight-word reading without knowing word meanings
- Applying phonics or rules for using letters (first letter in name is an uppercase letter)

Learn to listen and follow directions. Fold paper.



Begin with a 4 inch square
Fold the bottom to the top
Turn it "tall"
Fold the bottom to the top

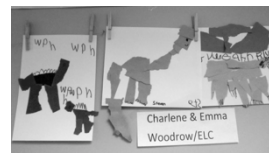


Turn it "tall"
Fold the bottom to the top



Trace or tear on fold lines

Tear paper and use a glue stick to create works of art



Create larger shapes using smaller shapes

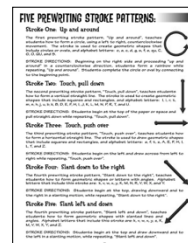
Use works of art to reinforce **positional words** and use words in prepositional phrases

Develop writing mechanics

Age-appropriate prerequisite skills

- Fine motor skills
- Grip, posture, pressure
- Alignment, top-to-bottom
- Orientation, left-to-right
- Pre-writing strokes for letter and numeral formations

Pre-Writing Strokes



I Can Draw Pre-Writing Program

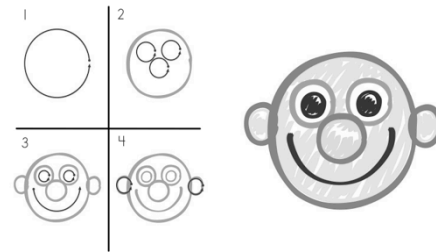
We Can Early Learning Curriculum

Develop emergent writing skills using paint and shaving cream

Teach how to:

- Use correct posture and grip
- Apply light pressure in hand & fingers
- Draw from top-to-bottom (orientation)
- Draw from left-to-right (alignment)
- Combine strokes to draw shapes

Use pre-writing strokes to create drawings

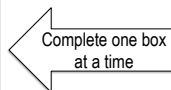
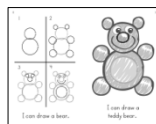
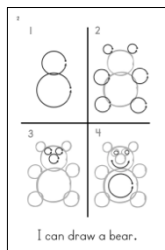


I can draw my face.

I can draw me.

Listen and copy a teacher's model

- Fold paper
- Trace over lines
- Listen and look
- Copy teacher's model



Repeat each step
when drawing next box
First, next, next, last

Use age appropriate activities to develop emergent language and literacy skills

- Listen and follow directions
- Participate in small group
- Sequence ideas or events
- Correct posture, grip, pressure
- Alignment, orientation
- Fine motor coordination
- Print concepts and vocabulary words
- Confidence to create

Thanks for participating!

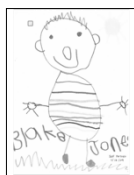
Vicki Gibson, Ph.D.

Author, *We Can Early Learning Curriculum*

www.Voyagerlearning.com

www.gha-pd.com

Email: vickigibson@earthlink.net



**For more information about the
We Can Early Learning Curriculum
visit the website:**

www.Voyagerlearning.com