

The Five Practices And The Early Literacy Components Support Each Other

Here are a few examples.

Early Literacy Practices → Components ↓	Sing Slows down language so children can hear the smaller sounds in words. New words.	Talk Talking in a way that encourages children to talk will help them understand what they later read: open-ended questions, tell and retell stories, talk about more than just here and now.	Read Shared reading (interactive reading) is the single most important activity to help children get ready to read.	Write Reading and writing both represent spoken language. Begins with fine and gross motor skills.	Play Symbolic play (using one object to represent another), dramatic play (acting out and retelling stories), roleplaying help develop language.
Phonological Awareness Ability to hear and play with the smaller sounds in words	Singing helps children: hear smaller sounds in words because words are drawn out. Children hear each syllable because there is a different note for each syllable. Bounce, tap, clap to songs with rhythm.	Speak in “parentese” until child is around 9 months of age because they will listen to you longer and they can hear the smaller sounds in words more easily than with adult talk. Make animal sounds and point out environmental sounds. Point out sounds you hear as you go for a walk. Say nursery rhymes. Point out and talk about words that start with the same sound. Point out and talk about rhyming words. Have children fill in the rhyming word.	Share books with animals in them and say the sounds they make. Share nursery rhyme books. Share song books. Rhyme a word in a book. Think of words with same starting sound as a word in book. Share books with alliteration. Share books with rhyming words.	Draw a picture of an animal—what sound does it make? Write child’s name, point out the sound of first letter.	Clap out words into syllables. Play I Spy game—I spy something red that rhymes with ___ or that starts with sound ___. Books are baby’s first toy. Keep books with animal sounds, with rhyme, where babies and children can easily play with them.
Vocabulary Knowing the meanings of words including names of things, feelings, concepts and ideas Learning the meanings of new words	Songs have words not heard in every day conversation with young children (“fetch” in the song/ rhyme <i>Jack and Jill</i>). Many songs help children with concepts such as opposites, size, shapes.	Speak in “parentese” until child is around 9 months of age because they will listen to you longer and hear more words. Talk about feelings using books and in situations throughout the day. Talk about concepts (color, shape, size, texture, spatial relationships). Add new words to what your child says. Explain words or give synonyms. Avoid replacing unfamiliar words with familiar ones. Use words for ideas—responsibility, honesty, loyal	Language of books is richer than the language of conversation, more rare words are used. Informational texts offer different vocabulary than story books.	Have children draw a picture and tell you about it. Add a new word or two to what the children are saying, or clarify meanings of words they are using.	As babies handle objects and toys describe how they feel, what they look like, sounds they make. Enhance children’s play by adding new words and descriptions to the words they use as they play. Children learn new words best when they learn them in context, that is, in a natural setting.

	Sing	Talk	Read	Write	Play
<p>Print Awareness/ Conventions Knowing that print has meaning; how to handle a book; direction of print; author/title; environmental print</p>	<p>Have flipcharts of words to songs to follow along. As singing song, put up pictures and words of some of the items. Sing "Oh no my book is upside down" to tune of London Bridge is Falling Down. Use songbooks, point to words in chorus.</p>	<p>Point out signs and logos everywhere and labels on containers. Hold a favorite book upside-down or start reading it backwards from the last page. Encourage your child to talk about what is "wrong" with the way you are reading the book. Point to the text as you read the words, making connection between printed and spoken words. Point out pictures/text represents real things.</p>	<p>Babies will chew on and bat the pages of books. Point to the title of the book; Point to words in repeated phrases as children say words. Tell children what the author and illustrator do as you say their names.</p>	<p>Have children make lists, write invitations and cards, write/draw their own books.</p>	<p>Add print to play. For example, menus to restaurant, labels to stores or restaurants, prescriptions for doctor play, etc.</p>
<p>Letter Knowledge Same letter can look different; letters have names and represent sounds</p>	<p>Sing the Alphabet song. Sing the alphabet to Mary Had a Little Lamb. Sing other songs with letters such as BINGO. Sing songs that highlight shapes.</p>	<p>Talk about letters—start with letters in child's name; Talk about shapes. Make observations comparing items—what is alike and different; explain as you sort or match items.</p>	<p>Read alphabet books, not necessarily from beginning to end. Point out shapes in books; Point out how two pictures of same object or character might be alike and different.</p>	<p>Scribble, draw shapes, air writing, draw/write letters; make your own book.</p>	<p>Play with blocks—shapes, colors, size, so many ways to sort and categorize. Play with puzzles. Play matching and sorting games—notice what is alike and different. Include foam, magnet, block letters in play.</p>
<p>Background Knowledge [Includes Print Motivation and Narrative Skills] Prior knowledge (what children already know) Includes:</p> <ul style="list-style-type: none"> • conceptual thinking* • content knowledge • book/story knowledge <ul style="list-style-type: none"> ▫ enjoyment—print motivation ▫ story structure—narrative skills ▫ uses of books <p>*Conceptual thinking is not just about the development of a specific concept (seasons, shapes, etc.) but about use of strategies to encourage understanding and thinking skills</p>	<p>Go through a sequence (This is the way we . . .) Many songs help children with concepts such as numbers, size. Sing songs about loving books: <i>The More We Read Together</i>, for example. Share songs that tell a story like <i>Mary Had a Little Lamb</i>.</p>	<p>As children explore objects, describe them and their uses; compare and contrast objects Put processes in sequence (recipe, making things, plants growing, seasons) Give children time to figure things out, to problem solve; if you solve it, explain what you did and why Tell children what you know on a variety of topics. Encourage children to tell you what they know. Encourage children to recount events, to describe things. Allow time (may take several seconds) for child to process what they hear and formulate a response. Use decontextualized speech (not only the here and now, use past future, what would you do, imagine). Encourage children to retell stories. Talk about concepts (color, shape, size, texture, spatial relationships like above/below, opposites, number and quantity) Encourage children to guess and predict what might happen Encourage children to solve problems and resolve conflicts. Embed conversation into every day routines such as bathtime, dinnertime. When you share information that you read, tell your child how you learned the information.</p>	<p>Read informational books. Read books on topics of interest to child. Have children tell you what they know about the book you are reading. Relate what is happening in the book to children's experiences. Encourage child to join in while sharing books. Retell stories with or without props/flannel board/puppets. Read books on various concepts and that bring out ideas. Encourage your baby to enjoy books, even when chewing on them. Allow the child to choose what to read. Read with expression. If your child loses interest, try another time. Talk about what books you like and what you like about them.</p>	<p>Have children draw pictures for a story; write what they say. Have children draw or write down what they know on topics. Draw and describe objects that are different sizes, opposites, etc. Use charts and graphs to classify objects.</p>	<p>Play matching and sorting games. Puzzles for problem solving Play is a good way to develop background knowledge through role playing different situations: restaurant, doctor's office, school, car repair shop, library. Dramatic play—act out stories together; can use puppets and/or props. Provide toys that can represent the characters in a favorite book to act out book or extend story in imaginative play.</p>