



ECEAP Staff Meeting
April 22, 2022

NORMS & WORKING AGREEMENTS



- Look for learning - new perspectives, interpretations.
- Accept discomfort and let others sit with discomfort.
- Notice what you hear and feel before you speak.
- Be fully present.

"It is impossible to get better and look good at the same time."

THE IMPORTANCE OF PREK



Research shows that participation in a high-quality early childhood education program can enhance children's development, reduce opportunity gaps at kindergarten entry, and have long-term benefits for children's school trajectories.

Allison Friedman-Krauss, W. Steven Barnett, and Milagros Nores 2016

<https://www.youtube.com/watch?v=INBUIUwsa6Q>

THE IMPORTANCE OF PREK



As a preschool educator, what is something you did today to intentionally maximize a child's social–emotional, physical, language, cognitive, literacy, or mathematics growth and development?

OUTCOMES FOR TODAY'S SESSION



Validate and deepen understanding about:

- *the importance of Preschool in children's development and in reducing opportunity gaps.*
- *the brain research undergirding the Science of Reading and instructional recommendations for promoting literacy in Preschool.*

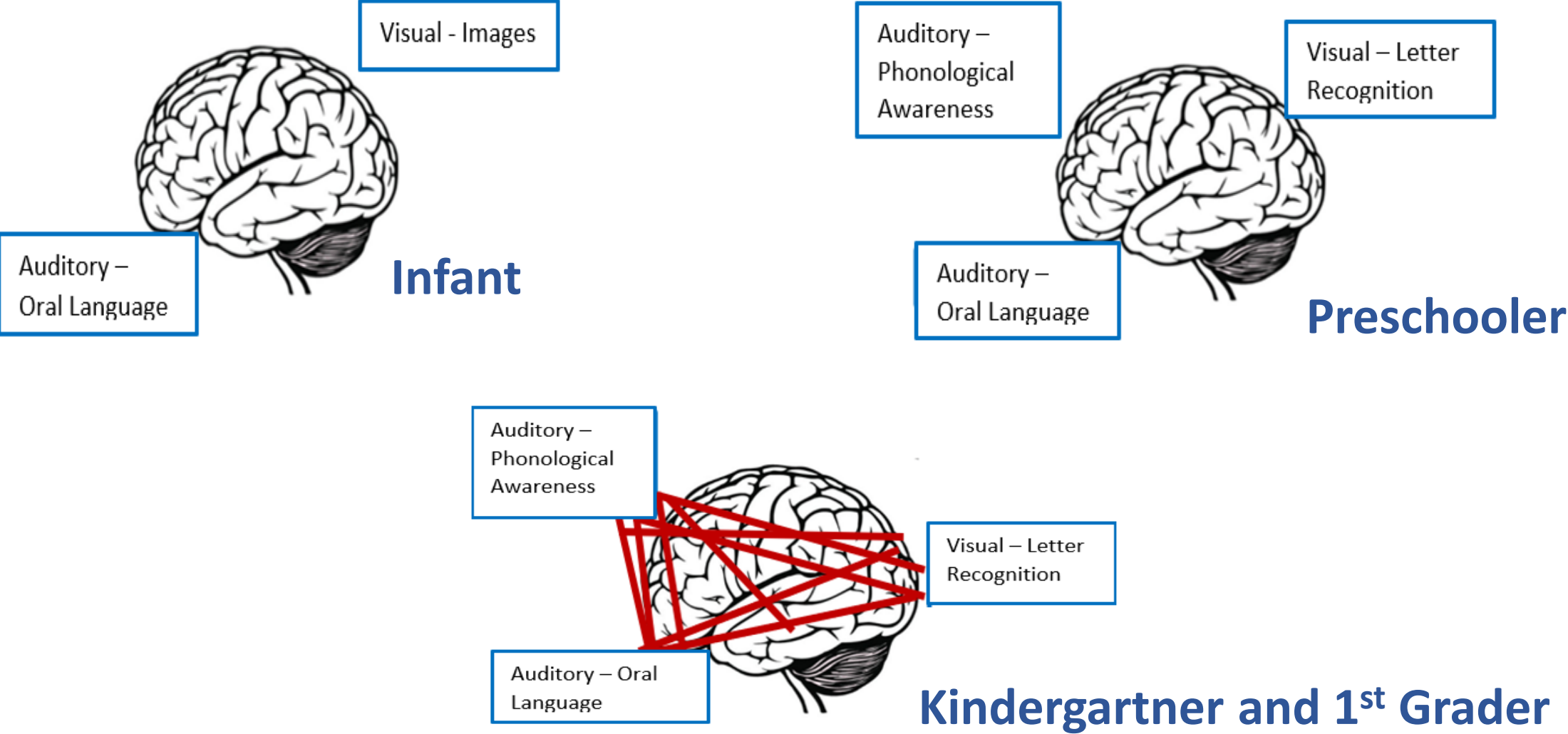
THE SCIENCE OF READING



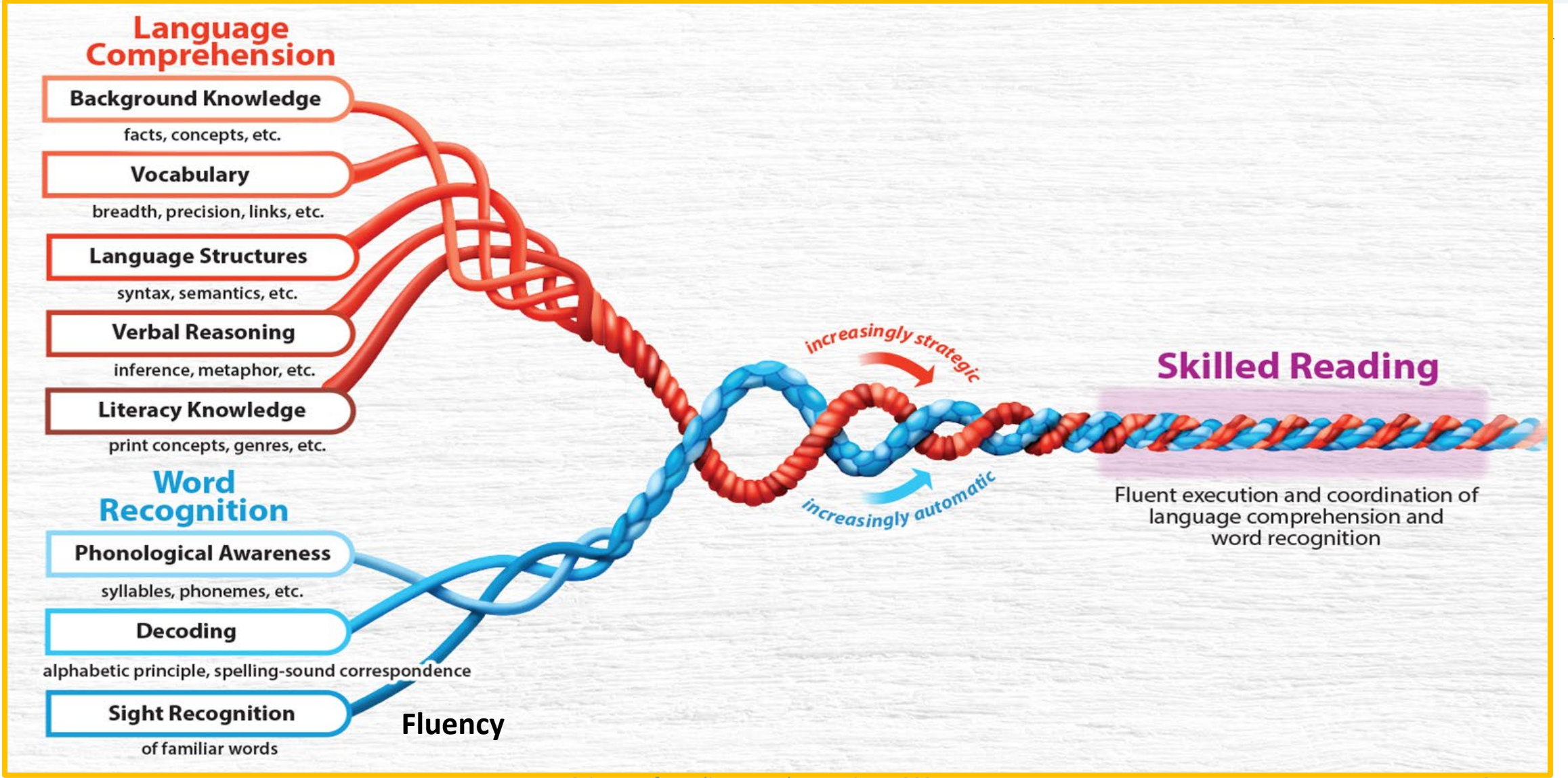
*The past 40 years has yielded tremendous, interdisciplinary insights into the process of learning to read, gathered from developmental psychology, cognitive neuropsychology, cognitive neuropsychology, developmental linguistics, and educational intervention research... Because of its volume, nature, and consistency, current research around reading embodies what is considered the **Science of Reading**.*

Laura Stewart, The Reading League

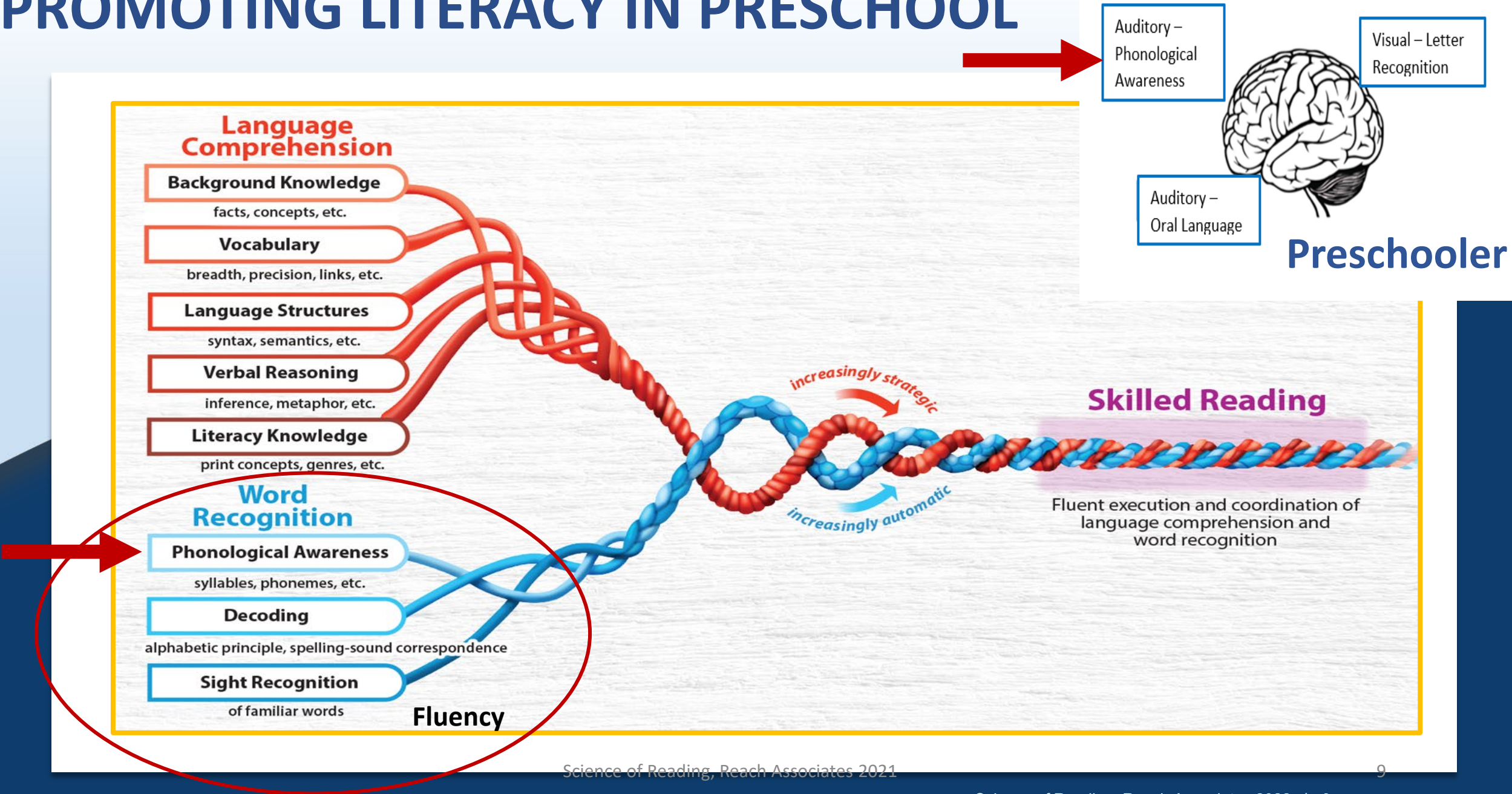
BRAIN RESEARCH AND LEARNING TO READ



SCARBOROUGH ROPE – AN INSTRUCTIONAL DESIGN



PROMOTING LITERACY IN PRESCHOOL



PHONOLOGICAL AWARENESS



- ability to **hear**, identify and manipulate the sounds in spoken words
- is **auditory**, doesn't involve words in print
 - segmenting sentences
 - identifying number of syllables
 - rhyming
 - identifying alliteration
 - blending onset and rimes
 - segmenting initial sounds

PHONOLOGICAL AWARENESS – THE RESEARCH



*A child's level of **phonological awareness** on entering school is widely held to be strong **determinant of the success** a child will experience in learning to read — or, conversely, the likelihood that they will fail. In fact, **research clearly shows that phonological awareness can be developed through instruction**, and, furthermore, that doing so significantly accelerates children's subsequent reading and writing achievement.*

Ehri et al. 2001; Adams, 1990; Stanovich, 1986; Ball & Blachman, 1991; Blachman, Ball, Black, & Tangel, 1994; Bradley & Bryant, 1983; Byrne & Fielding-Barnsley, 1991, 1993, 1995; Caslte, Riach, & Nicholson, 1994; Cunningham, 1990; Lundberg et al., 1988; Wallahc & Wallach, 1979; Williams, 1980

INTENTIONAL LANGUAGE and CLASSROOM EXAMPLES



Phonological Awareness Skills and Sample Instructional Language

syllables in words – develop children's ability to analyze words into separate syllables/word parts

- “Say the word **happy** with me. Ready - **happy**. This time as we say it listen carefully to hear each part in the word **happy**. Now let's say the word again and clap as we say each part in the word.”

Example: During a transition, the teacher provides students a set of classroom related words and asks students to “Say, the word and listen to hear the number of parts.” The teacher then says the word again and asks students to “Say the word again and clap each part of the word.”

rhyming – hearing the same middle and ending sounds (rime) in words (recognizing and then generating)

- “Say these 2 words with me—cat-sat. Listen carefully to hear how they sound the same.” Say the 2 words with the child. “Hear the “at” in each word—**cat, sat**. (recognizing)
- “Say the word **cat** with me. Listen carefully to the sound of that word. Now say the words **cat** and **mat** with me. Hear the rhyming pattern. Now you think of a word that has the same rhyming pattern as **cat**.” (generating)

Example: Prior to beginning a read aloud, the teacher says, “As we read this story listen carefully to the rhyming words the author has used.”

blending onset and rimes – the blending together of the onset, the initial phonological part of a word consisting of the initial consonant or consonant blend and the rime, the string of letters that follow the onset, consisting of a vowel and any final consonants.

- “Words are made up of different sounds. We're going to practice listening to the sound in the first and last parts of a word. We're going to put the sound of the first part together with the sound of the last part to make a word.” Teacher models by saying, “My turn. The first part is /d/. The second part is /ad/. /d/ - /ad/. The word is ‘dad’. I’ll do another example. The first part is /r/. The second part is /an/. /r/ - /an/. The word is ‘ran’.”

Example: During transition, the teacher provides students the onset of a word followed by the rime of the word and says “Listen carefully to the sound of the first and the last parts of a word. Your job is to put the 2 parts together to make a whole word.”

segmenting initial sound (alliteration)– which of several words begin with a specific sound (recognizing and then generating)

- “Listen carefully to the first sound in the words of this title **S-illy S-ally**. Notice how both begin with the same /s/ sound.” (recognizing)
- “Say the word **duck** with me. Listen carefully to the beginning sound in the word **d-uck**. Now say the words **d-uck** and **d-ig-with** me. Hear the /d/ at the beginning of both of those words. Now you think of a word that has the same beginning sound as **d-uck**.” (generating)

Example: During small group instruction, the teacher shows a student a picture card and asks the student to name the object and then to say the first sound in the word. “Say the word _____. Listen carefully to the beginning sound in the word _____. The teacher shows the next child another picture card and follows the same process. The teacher follows the same process with each child in the small group. The teacher then asks the students to match the cards that have the same beginning sound.

segmenting words in a sentence – develop children's awareness that language is made up of strings of words

- “Listen to this sentence. Now let's say it together and count how many words are in this sentence.” (Model using your fingers along with the children.)

Example: During snack, the teacher provides students a sentence(s) related to the classroom and asks students to “Listen to this sentence. Now let's say it together and count how many words are in this sentence.”

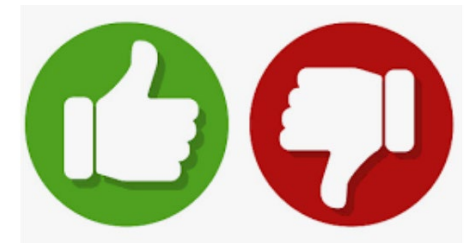
INTENTIONAL TEACHING and PRACTICE



Rhyming Words:

- Instructional Language
- Whole Group or Small Group - Read Aloud
- Centers
- Meal/Snack Time
- Transitions

https://www.youtube.com/watch?v=QxOf_jCJg3E



INTENTIONAL TEACHING and PRACTICE



- Make a list of specific developmentally appropriate activities to intentionally teach and practice your assigned phonological skill.
- Practice the intentional language.

Group 1: Identifying Number of Syllables

Group 2: Identifying Alliteration

Group 3: Blending Onset and Rimes

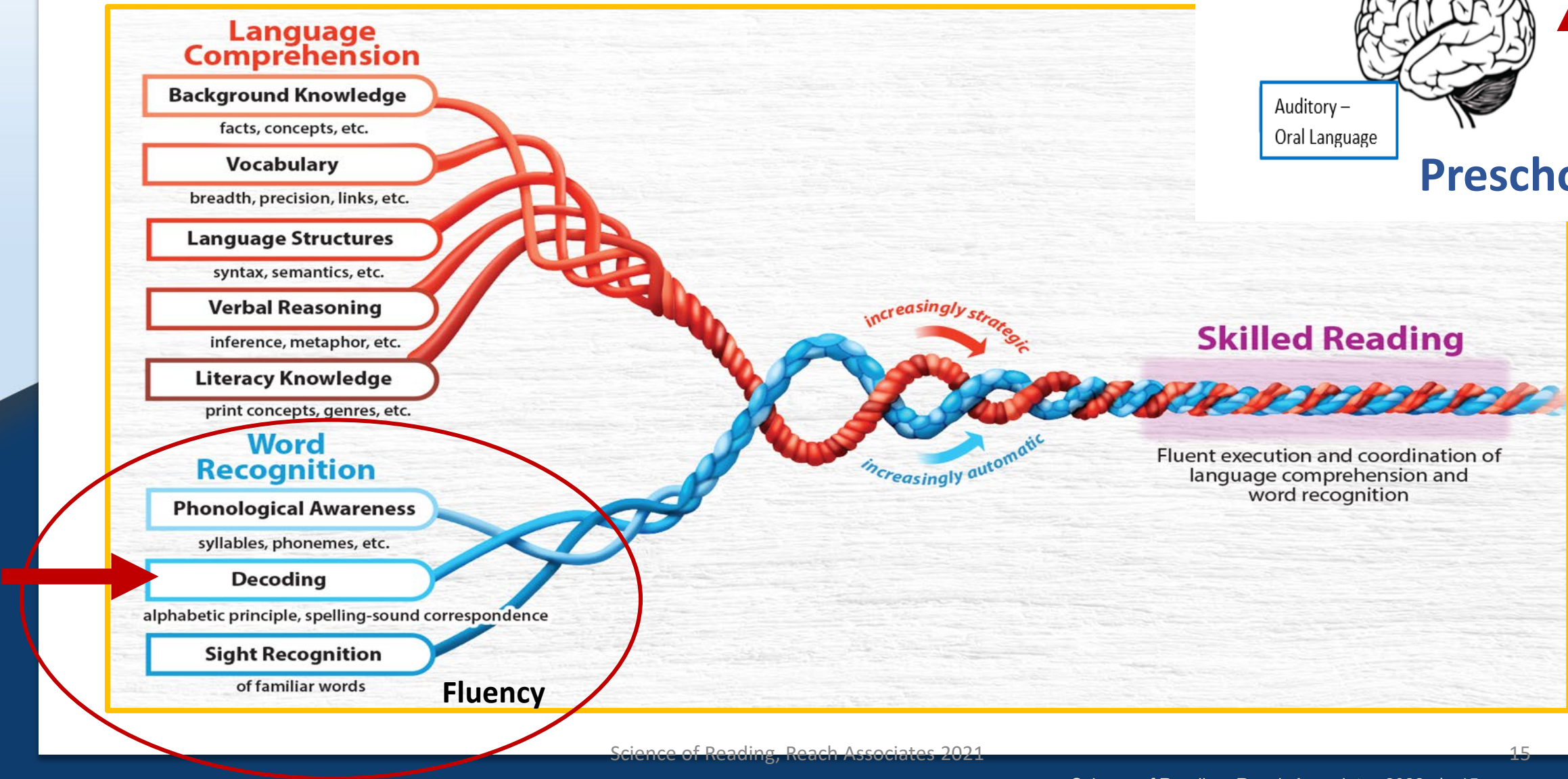
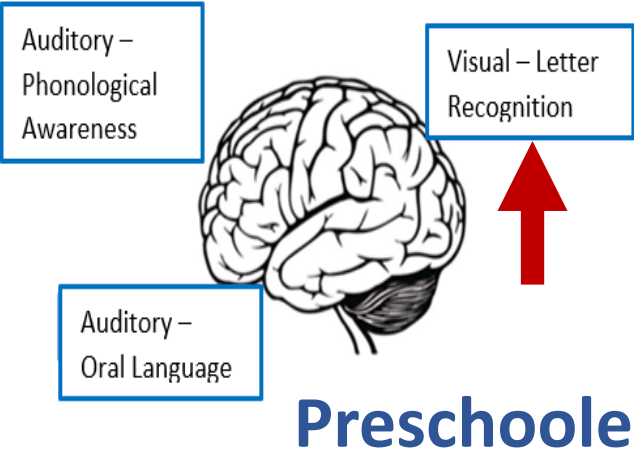
Group 4: Segmenting Initial Sounds

Group 5: Segmenting Sentences

During:

- **Centers**
- **Meal/Snack Time**
- **Transitions**
- **Whole Group or Small Group**

PROMOTING LITERACY IN PRESCHOOL



LEARNING LETTER NAMES – THE RESEARCH



Children's knowledge of letter names and shapes is a strong predictor of their success in learning to read.

Not knowing letter names is related to children's difficulty in learning letter sounds and in recognizing words.

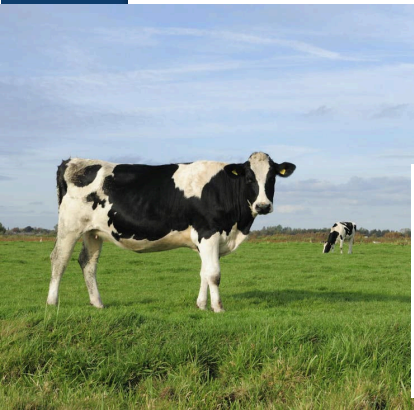
Children appear to acquire alphabetic knowledge in a sequence that begins with letter names, then letter shapes, and finally letter sounds.

SAMPLE CLASSROOM TASKS



- Labeling and Naming the Letters:
 - the environment and naming the letters (upper and lower case letters – 2 colors)
 - activities during the day (e.g. line up, snack, circle)
 - foods during meals and snack
- Using Student Names and Naming the Letters
 - hello and good-bye song
 - lining up,
- Reading Books and Naming the Letters

Animals on a Farm





COW

Science of Reading, Reach Associates 2021

INTENTIONAL TEACHING and PRACTICE



Make a list of specific developmentally appropriate activities to intentionally teach and practice saying the name of each letter, its sound and the way its formed during:

- Centers
- Meal/Snack Time
- Transitions
- Whole Group or Small Group Activities.

WHY PRESCHOOL IS SO IMPORTANT



Studies show the brain develops quickly during these first few years and the more you keep that brain busy the better they will develop and be ready for school when the time comes.

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Allison Friedman-Krauss, W. Steven Barnett, and Milagros Nores 2016

CLOSING REFLECTIONS



3 Take-aways

2 Actions

1 Question