Early Literacy
Beyond Circle Time:
Integrating Language & Literacy into Play

Laurie Anne Armstrong
& Melissa Depper
Arapahoe Library District

February 2014 for Early Childhood Investigations
Introduction & Thanks

- Laurie Anne Armstrong, MA
- Early Literacy Specialist
- Reading Readiness Outreach Program
- Early Childhood Trainer
Introduction & Thanks

• Melissa Depper, MSLS
• Children’s Librarian
• Storytime Staff Trainer
• Early Literacy Programs & Services
• Chair, 2015 Bell Awards
Session Overview

- Every Child Ready to Read & Early Literacy Practices
- The 2014 Bell Awards & Activity Sheets
- Extending Picture Books to Build Early Literacy Skills
- Questions & Comments
- #beyondcircletime on Twitter
Every Child Ready to Read & Early Literacy Practices
Did you attend the Fire Up Early Literacy webinar in December?
Every Child Ready to Read

• Parent education initiative of the American Library Association
• Launched in 2000
• Curriculum materials used for training staff, parents, and caregivers since 2004
• Research incorporated into storytimes

www.everychildreadytoread.org/
Six Early Literacy Skills

1st Edition of Every Child Ready to Read identified six skills every child needs in order to become a successful reader:

- Print Motivation
- Print Awareness
- Letter Knowledge
- Phonological Awareness
- Vocabulary
- Narrative Skills

more at www.clel.org

Nature’s Number 6 by David M Goehring CC-BY-2.0
http://www.flickr.com/photos/15923063@N00/76463757
2nd Edition of Every Child Ready to Read describes five practices by which children build early literacy skills:

• Reading

• Writing

• Singing

• Talking

• Playing
Reading

maps boxes labels signs menus reading postcards email

Read
Singing
Playing

play, playing, thinking, sharing, dreaming, acting, games, stories, toys, climbing
Talking
The Bell Picture Book Awards & Activity Sheets
The CLEL Bell Picture Book Awards

• Launched 2013

• First annual awards announced 2/5/2014

• Celebrate picture books that support early literacy development

• 5 books each year; one for each practice: read, write, sing, talk, play

• Tool for learning and advocacy

www.clel.org/content/bell-awards
2014 Bell Award for READ

Open This Little Book
by Jesse Klausmeier
illustrated by Suzy Lee
2014 Bell Award for READ
Nighty-Night, Cooper
by Laura Numeroff
illustrated by Lynn Munsinger
“Are you getting sleepy?” Mama asked her son.
“A little bit,” he said. “Please sing another one?”
“I’ll pick a song that will be a surprise.
I’ll hold you close, and you close your eyes.”
2014 Bell Award for PLAY

Niño Wrestles the World by Yuyi Morales
2014 Bell Award for PLAY
2014 Bell Award for WRITE

The Things I Can Do
by Jeff Mack
2014 Bell Award for WRITE
2014 Bell Award for TALK

Moo!
by David LaRochelle
illustrated by Mike Wohnoutka
2014 Bell Award for TALK

Moo moo!
Moo moo-moo moo!
Free Activity Sheets

Open This Little Book
The 2014 CLEL Bell Award Book for READ
by Jesse Klausmeier, illustrated by Suzy Lee
Chronicle Books, 2013

Readers open the cover to discover five characters, each with their own little book, all within the pages of the first. Open This Little Book celebrates the pleasures of reading, sharing stories, and having a book of your own.

Activity Ideas for Open This Little Book:

- Let the children fold colored construction paper in half to make their own little books. Inside, they can scribble, draw pictures, write their names, or glue pictures. Ask them to name their books and write the title and their names on the front cover. (For example, “My Red Book, by Anya.”) When children make personal connections to reading and writing, they can be more motivated to learn to read themselves.

- Look for books in your library, home, or classroom that have purple, red, green, orange, yellow, or blue covers. Which character from the story would like each book? Noticing when colors are the same or different helps to build the skill children will use to tell the difference between the letter shapes of the alphabet.

- The only parts of the giant we see in her little book are her fingers and thumb! Her hands are too big to turn the pages. Ask the children what they can do with their hands, fingers, and thumbs. Invite them to use their fingers to sing “Where Is Thumbkin?” or “The Itsy Bitsy Spider.” Fingerplays give children practice moving their fingers independently and confidently and will make it easier for them to hold and manipulate crayons and pencils.

- The “little books” in this book are actually different sizes. Gather a variety of toys, puppets, dolls, or objects, and help the children put them in order by size. Which ones are bigger? Which ones are smaller? Talk about the words we use to describe size, such as big, small, enormous, tiny, medium, huge, petite. Children have an easier time sounding out words they already know and use, so the bigger their vocabularies, the easier it is for them to read and understand what they’re reading.

The CLEL Bell Picture Book Awards are given to books that provide excellent support of early literacy development in young children. For more information and for other activity sheets, visit http://www.ciel.org/content/bell-awards

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In the last month, have you extended a picture book from circle time into one or more of these centers?

Art Center
Math/Science
Dramatic Play
Blocks
Quiet Area
POLL !
Extending Picture Books to Build Early Literacy Skills
Read and Literacy

- Open This Little Book
- Again!
- Open Very Carefully

Authors:
- Emily Gravett

Illustrations by Suzy Lee and others.
Open This Little Book

by Jesse Klausmeier, illustrated by Suzy Lee
and reads about Bear, who opens a...
Open This Little Book

ART CENTER

• Give colored construction paper to the children to fold in half
• Let them draw inside
• Help them write their name and title on the “front cover”

When children make personal connections to reading and writing, they can become more motivated to learn to read themselves.
Again!

by Emily Gravett
Again!
Again!

TRANSACTION TIMES

- Read the same story several times during the week
- Use phrases from the books when you are in between activities

Remembering characters, words, and events from stories helps build comprehension skills, and also helps children make personal connections to stories.
Open Very Carefully

by Nicola O’Byrne, illustrated by Nick Bromley
Open Very Carefully

SHHHHH...

He’s not such a scary crocodile now!
Open Very Carefully

ART CENTER
• Print photos of animals
• Laminate them or cover with contact paper
• Share dry-erase markers
• Let them draw clothes or other details on the animals

Purposeful mark-making is an important step on the way to writing letters and words.
Nighty-Night, Cooper

by Laura Numeroff, illustrated by Lynn Munsinger
To the tune of "The Farmer in the Dell"...

A mouse got out of bed
A mouse got out of bed

He drank some milk and brushed his teeth

He is a sleepy-bear

A mouse get into bed
A mouse get into bed

He tossed and turned, then fell asleep

And dreams he found some bread!
Nighty-Night, Cooper

DRAMATIC PLAY

• Set out robes, blankets, cups, books, teddybears
• Talk about what happens at bedtime and in what order
• Describe toothpaste, pajamas, books

Being able to describe objects and events gives children a chance to use their vocabulary words and builds comprehension skills.
Lullaby (for a Black Mother)

by Langston Hughes, illustrated by Sean Qualls
Lullaby (for a Black Mother)

Stars, Stars, A necklace of stars
Lullaby (for a Black Mother)

QUIET AREA & NAPTIME

• Check out classical and multicultural lullaby CDs from your library
• Play CDs during naptime
• Leave them in quiet area or listening center

In songs, the sounds of words are often slowed down, stretched out, and repeated differently than when we speak. When they listen and sing, children gain practice hearing the separate phonemes of words.
Maria Had a Little Llama

by Angela Dominguez
Maria had a little llama

Maria tenía una llamita
Nursery rhymes provide an important kind of background knowledge that will help children understand references in other stories and books.

OUTSIDE

• Make a “song cube” with a picture representing a different song on each side
• Share during playtime
• Roll the cube and sing and dance to the song that lands face-up

Nursery rhymes provide an important kind of background knowledge that will help children understand references in other stories and books.
Play and Literacy

The World Is Waiting for You
Barbara Kerley

Hooray Parade
by Barbara Joosse
illustrated by Byeon Yun

Windblown
Édouard Manceau
The World Is Waiting for You
The World Is Waiting for You

SENSORY TABLE

- Put sand in table
- Bury objects
- Share brushes & small shovels
- Let children uncover the buried surprises!

Holding brushes and shovels and small objects with their fingers helps children build the fine-motor and hand-eye coordination skills used for writing.

Cropped from Sand Play by amrufm CC-BY-2.0
www.flickr.com/photos/amrufm/2312722708/
Hooray Parade

by Barbara Joosse, illustrated by Hyewon Yum
Now it’s time for the Grand Finale. Can you guess what’s coming last?
Hooray Parade

Dramatic Play

• Hang a white sheet
• Shine lamp from behind
• Show children how to make shadows using bodies, puppets, toys
• Talk about shapes!

Talking about shapes and straight and curvy lines helps children get ready to notice the differences in the shapes and lines of the letters of the alphabet.
Windblown

by Édouard Manceau
“No, they’re mine!” replied the fish.
“I’m the one who cut the paper into the pieces
that the chicken saw lying around.”
ART CENTER

• Tape large paper to wall
• Set out pre-cut shapes or scissors and paper
• Let children glue shapes to the wall to make animals
• Label their art!

When we write down what children tell us about their artwork, we help them make the connection between the words they say and the words we write.
Talk and Literacy
Moo!

by David LaRochelle
Moo!


**CENTER TIME**

• Look through the book at circle time and point out the letters “M” and “O”

• Talk about the shapes of the letters

• Look for the letters “M” and “O” on labels, signs, toys, T-shirts during play

To read fluently, children will need to be able to recognize letters not just in alphabetical order, but in many other combinations, too.
I Like Berries, Do You?

by Marjorie Pitzer

Written & Photographed by Marjorie W. Pitzer
I Like Berries, Do You?

I like blueberries!

Do you?

I like oranges!

Do you?
I Like Berries, Do You?

MATH CENTER

• Offer several kinds of berries to taste

• Make a chart showing each child’s favorite berry

• Count which berry has the most votes and the least

This simple math project also builds vocabulary, print awareness, and print motivation skills.
Rain

by Linda Ashman, illustrated by Christian Robinson
“Nasty galoshes.”

“Blasted overcoat.”

“There goes my hair…”

“Is it raining cats and dogs?”

“It’s raining frogs and pollywogs!”

“Hippity-hop!”
Rain

DRAMATIC PLAY

• Set out dress-up clothes for rainy, snowy, and sunny weather

• Ask children where they are going, or what they will do, or how they feel about the weather, when they are “dressed”

Encouraging children to tell their own stories helps build comprehension skills. Children need to practice their words for feelings and non-concrete ideas, too.
Write and Literacy
The Things I Can Do

by Jeff Mack
The Things I Can Do

I CAN DO IT MYSELF.
The Things I Can Do

ART CENTER

• Talk about all the objects in the illustrations
• Set out paper to tear, small objects or craft supplies
• Let the children glue their own collages

Tearing paper and holding and moving small objects builds finger strength and hand-eye coordination, which in turn will help children when they scribble, draw, and write.
My First Touch-and-Trace ABC

by Tiger Tales
My First Touch-and-Trace ABC

Ii is for ice cream

Jj is for jelly beans

Ww is for walrus

Xx is for xylophone
My First Touch-and-Trace ABC

SENSORY TABLE

- Can use plastic trays or cookie sheets too
- Put rice, cornmeal, or shaving cream on each tray
- Let children use their fingers to draw lines & circles & letters

Even before children can successfully hold a pencil or crayon, they can experiment with making marks with their fingers, and exercise their hand, arm, & shoulder muscles.
Monsters Love Colors

by Mike Austin
Monsters Love Colors

Scribble! Scribble! Drip! Splash! Dribble!

Mix, mash! Squish, squash, dance, and wiggle!
ART CENTER

• Set out paper on tables or easels
• Give children different shaped crayons to use
• Let them scribble all kinds of lines on the pages

Scribbling is an important pre-writing step for children who are not yet coordinated enough to make specific lines or shapes on the page.
Session Review

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Colorado Libraries for Early Literacy
www.clel.org

Bell Picture Book Awards
www.clel.org/content/bell-awards

Help nominate books May-November 2014!

celbellawards@gmail.com