

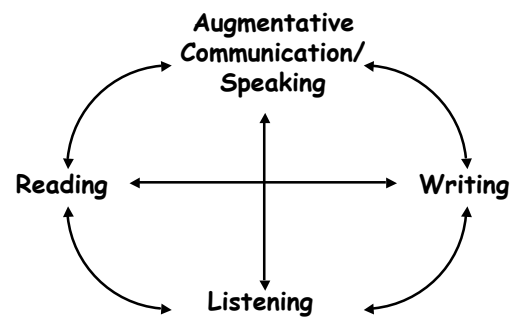
Emergent Literacy and Kindergarten Instruction

Readings Questions

- What is emergent literacy?
- How is it different from conventional literacy?
- Why does it matter?

Definition

- Emergent literacy is:
 - "...all the reading and writing that children do before it becomes conventional" (Elizabeth Sulzby).



An Emergent Literacy View
 (Koppenhaver, Coleman, Kalman & Yoder, 1991
 adapted from Teale & Sulzby, 1989)

Forms of Emergent Writing (based on Gunning, p 105)

- Drawing
- Scribbling (print has meaning)
- Letter-like forms (early visual cue)
- Copying (middle to later visual cue)
- Prephonemic spelling (later visual cue)
- Invented spelling (phonetic cue)
- Conventional spelling (transitional and conventional)

Writing Samples Show What Children Know About...

Form	Use	Content

A Look at K-2 Writing: Lots of Children at Different Points in Time

- What are the similarities and differences of each writing sample children from the same kindergarten class? 1st grade? 2nd grade?
- What do the writing samples show you that the children understand about written language uses and forms?
- Can you order or group the writings with reference to degrees of sophistication in understanding?
 - Within and across grade levels.
 - Is there any overlap?

A Look at Kindergarteners

- What are the similarities and differences of each writing sample of a child from the same kindergarten class?
- What do the writing samples show you that the child(ren) understands about written language uses and forms?
- How would you begin to teach children at each level/stage of understanding that you identify?
- Can you order or group the writings with reference to degrees of sophistication in understanding?
 - (use p. 105, "Forms of Emergent Writing," in Gunning)

What Do Entering Kindergarteners Know about Letters, Sounds, and Words?

- Survey (p.110 in Gunning)
 - 66% recognize some letters, 29% beginning sounds, 17% ending sounds, 2% can read high frequency words, 1% can read sentences.
 - 41% of children whose caregivers are receiving welfare benefits can identify letters of the alphabet

Do You Have to Learn Letter Names to Learn to Read and Write? Why (not)?

- "Theoretically,
 - it is not necessary to know the names of the letters..." (p. 110, Gunning)
- Letter name knowledge predicts learning to read (p. 110, Gunning)
- Benefits of letter name knowledge:
 - Most letter names say their sound in their name (entry into invented spelling)
 - Provides label for visual concept and assists memory

Developmental Understandings of Letters

- Visual shapes
- Visual shapes that represents sounds
- Visual shapes that represent sounds that you can use to communicate what you're thinking to another person.
- Rule-based system of letter-sound-morphemic correspondences that enables communication and learning.

Instructional Principles

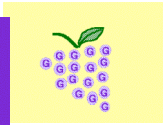
- Lots of comparison and contrast
- Upper and lower case
 - Upper is easiest initially
- Repetition WITH VARIETY
- Exploration
 - with feedback (of technology, peer, or adult)

Letter name learning

- Research supports 2 strategies
 - Associate with familiar foods
 - B is for berries, bubble gum
 - not blackberries, bratwurst...
 - Associate with familiar, do-able actions
 - B is for bounce, burp, bark...
 - Not blast, blink, bring...

Research supports 2 more strategies

- Associate with familiar objects, pictures, experiences
 - B is for boy, ball, bat...
- Associate with pictorial mnemonics (ca... negotiated with/made by child)



Teachers identify others

- Use of talking word processors (e.g., Write:Outloud or Intellitalk) with letter-level feedback.
- Use of alternative, picture-based keyboards with letter name feedback.

Homemade Alphabet Books

- make alphabet and letter books with students' names, topics of study or interest...
- make (talking) alphabet and letter books on the computer
 - IntelliPics
 - Kid Pix 2 or Studio (slide show)
 - Hypercard/Hyperstudio, Apple Works, MP Express, PowerPoint...

Your Turns - Make a PowerPoint ABC Book

- Designated letter (A-Z), work with a partner and develop lists of:
 - Foods
 - Actions (mpeg or Quicktime movies, animated GIF)
 - Familiar objects, pictures, experiences
 - 1-2 pictorial mnemonics
- Incorporate into your ABC book
 - 12 slides minimum counting your title page AND reference list to all photos/videos (URL where you got them)
 - Professional appearance, child-friendly
 - If you use movie files, put PPT and movie in a folder together and turn in folder -- name file "A.ppt," or folder "A."
 - Turn in to (?), who will place on flash drive for DK, who will upload and link to syllabus for you
- Resources
 - <http://rhymezone.com> (e.g., match these letters)
 - <http://www.altavista.com> (video search, <1 min., mpeg, Quicktime)
 - <http://www.flickr.com> (explore flickr > creative commons)

Letterland Program

(<http://www.letterland.com>)

- **Program One Alphabet Picture Code Cards**
 - First set = 70 cards
 - sounds of each letter in isolation
 - Digraphs with "h"
 - Double consonants like "ff" or "ss"
 - Cards have full color pictures on one side and plain letters on the reverse side.
 - Related sample words are written on the reverse of each card.
- Approximately \$400 for materials and teacher's guide



Zoophonics

(<http://zoo-phonics.com>)

- Uses body movement, animal mnemonic, focus on sound, teaches vowels in isolation and word families.
- \$249.95 for a grade level kit, \$449.95 for the "Zoo-per" grade level kit



Miss Bindergarten Example

- Picture Walk
- Read and discuss.
- Shared reading.
 - Say anything about...
 - That's just like...
 - Catch me if you can
- Draw it and act it out
- Living Sentences

Miss Bindergarten

- Action purposes
 - Reader's theater
 - Live, video, audio
 - Drawing or other art projects
- Linguistic purposes
 - Sentence ordering
 - Word ordering
 - Write your own
- What can you come up with?

8 Ways to Read When You "Can't"

- Looking at and talking about (Wordless) picture books.
- Using books with high picture/text match.
- Following along as a partner reads.
- Following along with a taped book.
- Following along with a talking word processor or screen reader (<http://www.readplease.com>).
- Shared reading with someone who already can read the text and will facilitate participation of the learner.
- Following along with a talking book on computer (e.g., Living Books by Edmark or some websites, readplease.com)
- Reading ("from memory") a familiar book.
- High tech freebies -- e.g., Gabcast on a web page.