

Digital Resource Guide: Emergent Literacy Interactions

Section 1: INTERACTION WITH CHILDREN	Yes	No	Occasionally
<p>General Resources</p> <ul style="list-style-type: none"> • Make time to talk: language building tips for centre based child care providers http://lincs.ed.gov/publications/pdf/LearningtoTalkandListen.pdf • The 36 Get Ready to Read! Skill-building activity cards are fun, engaging, child-friendly early literacy activities to try with 3 to 5 year-old children. http://www.getreadytoread.org/skill-building-activities/activity-cards-individual-child • Don't Wait & See - Quinte Healthcare Corporation Preschool Speech and Language Services Long before a child starts to talk, she is learning about communication. The sooner we see a child with delayed speech and language, the more we can help! Early detection of difficulties is crucial for later success in school and in life. http://quinte.cioc.ca/record/VIQ3564 			
<p><i>Play</i></p> <p>Model <u>how to play</u>.</p>			
<p>Actively play and join in with child (ren).</p>			
<p>Respond to and build on children's interests.</p>			
<p>Provide regular opportunities for self-directed activities and independent exploration i.e. children choose books and literacy activities</p> <p><i>Resources</i></p> <ul style="list-style-type: none"> • Stages of Play, Language and Literacy http://www1.e3.ca/sites/default/files/Stages%20of%20Play%20Language%20and%20Literacy-%20Revised,%20January%202009.pdf <p><i>Resources</i></p> <ul style="list-style-type: none"> • Self Regulation and Play Webinar http://www.familydaycare.com/oeyccentres/self-regulation_resources.html 			

Digital Resource Guide: Emergent Literacy
Interactions

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<i>Language Development</i>			
Use a total communication approach (aural, oral, visual) during daily activities and routines:			
<ul style="list-style-type: none"> • Symbols/written words • Signs • Gestures • Concrete objects • Pictures • Songs and chants • Role-play • Facial expressions 			
Adjust adult language to match and support extension of the communication styles of each child.			
Imitate non-verbal children’s attempts at communication (i.e. babble).			
Initiate and respond to child (ren)’s messages.			
Get down to the child (ren)’s level.			
Get face to face and imitate.			
Time and staff support for each child, individually and in groups, to express ideas or feelings during an activity or routine.			
Initiate and expect eye contact.			
Facilitate peer interaction.			
Demonstrate positive interactions among staff and children.			

Digital Resource Guide: Emergent Literacy Interactions

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Support an inclusive program and adapt to meet the needs of each individual child. <ul style="list-style-type: none"> Center for Early Literacy Learning-Practice Guides with Adaptations for Infants, Toddlers, Preschoolers http://www.earlyliteracylearning.org/pg_tier2.php 			
Give children time to respond non-verbally/verbally and wait for responses.			
Model appropriate actions and words, grammar and articulation - "I broke the tower. It fell".			
Simplify language and use a slow rate especially in singing, talking about pictures and "reading".			
Repeat child (ren)'s utterances with true words and sounds. Child: "Him doe home" / Adult: "Yes, he is going home". Reflect back" What do you think he is going to do there?"			
Repeat and expand child(ren)'s utterances with one word or idea Child: "Bu" Adult: "Bus" - "Big Bus".			
Use natural gestures and signs to augment words. "Yes" +head nod, "Come here"+ arm wave.			
Use open ended questions and comments to encourage conversation - "What happened?" "I wonder what will happen next."			
Use consistent words or gestures for an object, activity or description.			
Use key words and phrases from the language spoken by children and families in the program. <ul style="list-style-type: none"> Hold on to your home language: a webinar http://www.familydaycare.com/oeyccentres/homelanguage_resources.html 			
Teach key words and phrases from the languages spoken by children and families to other children, families and staff.			
Use a variety of warm, positive responses when children speak in their first language, including smiling and showing interest in what they are saying.			
Help children take turns when interacting with others.			

Digital Resource Guide: Emergent Literacy
Interactions

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Talk about important people in their lives.			
<i>Vocabulary Development</i> Use a wide variety of vocabulary i.e. non-fiction picture books			
Frequently introduce new words before reading, while reading, and after reading picture books.			
Repeat the same words again and again in different situations.			
Expand vocabulary while talking. <ul style="list-style-type: none"> • Vocabulary Part 1 http://www.youtube.com/watch?v=0LJ2V4Ii18M • Vocabulary Part 2 http://www.youtube.com/watch?v=XO684uLD3A • Language: your baby's first steps toward learning to speak http://www.child-encyclopedia.com/pages/PDF/LanguageANGmcP.pdf • Foundational Role of Vocabulary & Comprehension in Early Literacy http://vimeo.com/15739132 			
Phonological Awareness: Model and encourage "play" with words.			
Use rhymes, songs, and poems to help children hear repetitive sounds at the beginning and end of words.			
Change the rhyme words in nursery rhymes and songs.			
Make up funny sounding words: "You will be Mr. BarFar".			
Make up rhyming words: "Matt the hat".			
Use common expressions: "See you later alligator", "Ready Freddy".			

Digital Resource Guide: Emergent Literacy
Interactions

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Play with word meaning: “In the spring, a summersault should be called a <i>springsault</i> ”.			
Say phrases or lists of words that sound alike: “Big baby bear” (all /b/ sounds).			
Say tongue twisters <i>Resources</i> <ul style="list-style-type: none"> • Mother Goose Pages: an extensive list of nursery rhymes http://www-personal.umich.edu/~pfa/dreamhouse/nursery/rhymes/ • Nursery Rhyme Cube Activities http://www1.e3.ca/sites/default/files/nurseryrhymeactivities_0.pdf • Pictures for Cubes http://www1.e3.ca/sites/default/files/PicturesForCube_0.pdf • Play with Syllables http://www.youtube.com/watch?v=WR28GUNLTMc • Play with Sounds http://www.youtube.com/watch?v=178Nx5tYsM8 • Playing with Syllables http://www1.e3.ca/sites/default/files/Playing%20with%20Syllables.pdf 			
<i>Letter Knowledge</i> Promote awareness of connection between sounds and letters, letters and words. <i>Resources</i> <ul style="list-style-type: none"> • Alphabet Action Sounds http://www1.e3.ca/sites/default/files/AlphabetActionSounds_0.pdf 			

Digital Resource Guide: Emergent Literacy Interactions

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<p><i>Print Awareness and Writing Development</i></p> <p>-Encourage and support children’s attempts at writing.</p> <p><i>Resources</i></p> <ul style="list-style-type: none"> • Make your own writing paper http://www.dltk-cards.com/writingpaper/ • Printing Letters http://www1.e3.ca/sites/default/files/21.%20Printing%20Letters%20-%20print%20in%20black%20and%20white%20but%20on%20cardstock%20-%20this%20is%20the%20front%20side%20of%20the%20last%20page.pdf • Stages of writing http://www.perthunionlibrary.ca/kids/12basicsteps.pdf 			
<p>Promote awareness of the connection between oral and written language.</p> <p>(e.g. write down stories and words dictated by the child)</p>			
<p>Demonstrate how oral and written language connects.</p> <p>(E.g. “I’m writing what I’m saying”, reading the words of songs off of flip charts)</p>			
<p>Demonstrate that writing communicates a message.</p>			
<p>Point out print in the environment and convert it to words. (i.e. open, close, exit)</p>			
<p>Discuss conventions linked to written materials such as left to right text, upper and lower case letters.</p> <p><i>Resources</i> http://www.youtube.com/watch?v=musRPQmutyY</p> <ul style="list-style-type: none"> • Get children to look at words http://www.youtube.com/watch?v=nypj8EfgaV8 • Motivate children effortlessly http://www.youtube.com/watch?v=musRPQmutyY 			

Digital Resource Guide: Emergent Literacy Interactions

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<p><i>Narrative Skills</i></p> <p>-Read stories, poems, and signs with individuals and in groups</p> <ul style="list-style-type: none"> • The pleasures of Reading Aloud FRP http://www.parentsmatter.ca/document/docWindow.cfm?fuseaction=document.viewDocument&documentid=482&documentFormatId=947 			
<p>Provide a variety of books and ensure they are accessible for all.</p> <ul style="list-style-type: none"> • Choosing quality books FRP http://www.parentsmatter.ca/document/docWindow.cfm?fuseaction=document.viewDocument&documentid=465&documentFormatId=927 • Amos' Sweater -click on Infant, Toddler, Preschool, see other titles http://www.childcarealgoma.ca/documents/index.cfm?fuseaction=Home&id=10 • Early Literacy Book Activity Cards http://www.klandskills.ca/famlit/resources/actcards/book/actcards.htm 			
<p>Repeat readings of stories</p>			
<p>Dialogic Reading http://www.youtube.com/watch?v=k-XlbJuCi3c&lr=1 </p>			
<p>Sing songs, tell jokes, use finger-plays</p> <ul style="list-style-type: none"> • Songs for programming: http://www.kididdles.com/lyrics/allsongs.html 			
<p>Provide opportunities for shared reading at least four times per week.</p> <p><i>Resources</i></p> <ul style="list-style-type: none"> • The difference between reading out loud and shared reading: http://frombirthforlife.cllrnet.ca/index.php/Video_Clip_4_-_The_difference_between_reading-out-loud_and_%22shared%22_reading 			

Digital Resource Guide: Emergent Literacy
Interactions

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Model interest and excitement in one's own reading and printing.			
<i>Print Awareness and Making Connections</i>			
Encourage page turning from left to right.			
Encourage scanning of pictures.			
Create stories by looking at pictures. <ul style="list-style-type: none"> • Pretend Reading http://www.youtube.com/watch?v=ZF2YuWI1QIY&lr=1 			
Run a finger along the text when reading.			
Point and touch printed words in books, including the title.			
Draw attention to punctuation.			
Encourage child to recognize, identify and print letters in their name and words in the environment. (e.g. Exit, Stop, B button in elevator for basement)			
Provide regular activities that help children learn to print the letters of the alphabet.			
Talk about letters and their sound associations and talk about letters in words and the meaning of the words.			
Ask questions that encourage children to notice compare and put things together.			
Make use of similarities and connections in giving children new information.			
Ask questions and encourage children to talk while reading picture books.			
Model think-aloud comments and questions. <i>Resource</i> <ul style="list-style-type: none"> • Importance of Talking about Books http://www.youtube.com/watch?v=9fTQAHfbjQM&lr=1 			

Digital Resource Guide: Emergent Literacy
Interactions

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Relate words and stories to children’s experience and knowledge, other familiar words, and daily situations.			
Encourage children to recollect and apply past experience to a new situation.			
Notes:			

Digital Resource Guide: Emergent Literacy Interactions

Section 2: INTERACTION AMONG STAFF	Yes	No	Occasionally
Supervisors provide support for training related to early/emergent literacy.			
Share what you know about strategies related to early literacy.			
knowledge of early literacy predictors of later conventional literacy skills. <ul style="list-style-type: none"> • Early Beginnings: http://www.nichd.nih.gov/publications/pubs/Documents/NELPEarlyBeginnings09.pdf 			
Opportunities to develop and share resources for programming.			
Model appropriate use of language for children and families. <ul style="list-style-type: none"> • Dorothy Strickland describes critical aspects of literacy development among young learners. (podcast) http://www.reading.org/General/Publications/Podcasts.aspx 			
Attend professional workshops on emergent literacy <ul style="list-style-type: none"> • An online workshop on Emergent Literacy http://www.klandskills.ca/famlit/training/emergent/emergent.htm 			
Attend professional development events related to early learning. <ul style="list-style-type: none"> • Free online webinars http://www.earlychildhoodwebinars.com/ http://hatchearlylearning.com/resources/events/archives/ • The Hanen Centre http://www.hanen.org/Professional-Development/Online-Training/Non-Member-e-Seminars.aspx http://www.hanen.org/Guidebooks---DVDs/Early-Childhood-Education-Consultants---Trainers/2014-Calendar.aspx Have own printed copy of Learning to Talk and Listen <ul style="list-style-type: none"> • Learning to talk and listen: an oral language resource for early childhood caregivers http://lincs.ed.gov/publications/pdf/LearningtoTalkandListen.pdf 			

Digital Resource Guide: Emergent Literacy Interactions

Section 3: INTERACTION WITH FAMILIES	Yes	No	Occasionally
Provide opportunities for interactions with family members on a spontaneous basis.			
Talk with family members in a way that will be understood by all families, including those whose first language is neither French nor English.			
Greet families warmly and regularly invite them to spend time together.			
Provide information on early literacy development to parents and caregivers. <ul style="list-style-type: none"> • Literacy begins at home: teach them to read http://lincs.ed.gov/publications/pdf/Literacy_Home.pdf • Family Literacy Activity Cards http://www.nwt.literacy.ca/resources/famlit/actvcard/actcard.pdf • Shining stars: toddlers get ready to read http://lincs.ed.gov/publications/pdf/ShiningStarsToddlers.pdf • Shining stars: preschoolers get ready to read http://lincs.ed.gov/publications/pdf/ShiningStarsPreschool.pdf • Shining stars: kindergartners learn to read http://lincs.ed.gov/publications/pdf/Shining_Stars_Kindergarten.pdf • Making Foam Books http://www.nwt.literacy.ca/FamilyLiteracyVideoClips/FoamBook.html 			
Families have access and are given the Nipissing Developmental District Screening Tool. <ul style="list-style-type: none"> • Nipissing Developmental District Screen-You can order for free in Ontario. https://www.nddswebsvcs.ca/ndds/servlets/ndds4ontario.html 			
Display information that promotes early literacy.			
Program is able to host family literacy events.			
Include information on early literacy in newsletters for families.			
Share documented information regarding a child’s progress in literacy skills development with families at times convenient to them. Resources <ul style="list-style-type: none"> • Screening Tool Webcast for Teachers on how to use: http://www.nld.org/getreadytoreadscreeningtool/GRTR_Teachers_1/ 			

Digital Resource Guide: Emergent Literacy Interactions

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<ul style="list-style-type: none"> • Primary Assessment http://www.eyeonkids.ca/docs/files/cbs_primary_assessment.pdf • Supporting literacy development at different ages and stages based on the Nippissing http://www.nwt.literacy.ca/resources/famlit/literacy_development_birth_to_three.pdf 			
<p>Meet with families to share strategies on how to support early literacy in the home.</p> <ul style="list-style-type: none"> • Home Literacy Environment Checklist http://www.getreadytoread.org/images/content/downloads/literacy%20checklists/HomeLiteracyEnglish.pdf 			
<p>Provide family literacy activities, which reflect and support diversity in families.</p> <p>http://www.earlyliteracylearning.org/ta_pdf/int_bsd_evday_lit_act_chk_list.pdf</p> <ul style="list-style-type: none"> • Booklist which includes diverse families: http://www.macaulaycentre.org/LGBTQ%20Inclusive%20to%206%20Booklist.pdf 			
<p>Encourage families to visit their public library and OEYC programs.</p>			
<p>If any questions at all or concerns about a child’s language development, call:</p> <ul style="list-style-type: none"> • Quinte Healthcare Corporation Preschool Speech and Language Services http://quinte.cioc.ca/record/VIO3564 • Parent Tip sheets http://www.hanen.org/Helpful-Info/Parent-Tips.aspx • Literacy: First Steps towards reading and writing. Encyclopaedia on Early Child Development http://www.child-encyclopedia.com/pages/PDF/LiteracyANGmcP.pdf 			

Digital Resource Guide: Emergent Literacy
Interactions

Section 4: INTERACTION WITH THE COMMUNITY <i>Staff demonstrate a commitment to forming and strengthening partnerships that support family literacy.</i>	Yes	No	Occasionally
Staff is supportive of having opportunities for coaching, observations, and reflective practice.			
Staff has opportunities to meet with community resource personnel to support children in their program.			
Ask any Preschool Speech & Language Speech-Language Pathologist for ideas to support language development.			
Resource Consultants can assist with ideas for language development. <ul style="list-style-type: none"> • Family Space: http://www.familyspace.ca/resource_consultant.cfm • Community Living Prince Edward: http://clpe.on.ca/resourceconsultantc118.php 			
Infant and Child Development staff can assist with ideas for language development among children with developmental delays. <ul style="list-style-type: none"> • Counselling Services of Belleville and District (Hastings County) http://www.csbd.on.ca/services/infant-child-development-program.html 			
The Early Literacy Specialist is available to support the training and support for the material in this guide.			
Staff can be trained to deliver family literacy programs in your early learning setting.			
Staff can contact Early Literacy Specialist if they would like to deliver a workshop on early literacy practices.			
Staff can provide input to literacy committees in the community.			
Staff can discuss the importance of early literacy in a knowledgeable manner.			
Notes: 			