

# Let's go over each of the six skills!



Letter Knowledge



Print Motivation

Phoneme Awareness



quack!

woof!

vroom!

Coca-Cola



Print Awareness



Vocabulary



# Print Motivation

## I love books! Books are fun!



**Studies show that when the interaction around a book is negative (sit still!; listen!; harsh language) then the young child likes reading and books less. He associates the negative interaction with the book and reading. When the experience of sharing a book is pleasurable for both the parent and the child, the child will be more attentive and responsive. The more pleasurable book sharing is, the more regular and frequent an activity it will become. (Bus, et al, 1997)**



<http://www.youtube.com/watch?v=8XZ7SeNQfAM>

# Print Awareness

The child notices familiar written words in their everyday environment.



# Letter Knowledge



Learning to differentiate the appearance and names of the letters of the alphabet.

Learning to understand that the letters are symbols that represent actual sounds in spoken language.

# Activities for letter recognition:

- Teach the ***sounds*** of each letter with a story and an action to reach all senses of the child.
- Example: Jolly Phonics: teaches a story with a letter and corresponding sound and movement.
- Alphabet bingo
- Alphabet memory card match (Small to Upper case letters).
- Display a set of letters and help the children practice saying them as fast as they can.
- Do songs and rhymes that include the sounds associated with letters; (Apples & Bananas- vowels) (Bee -Bi-Bicky-Bo-Bu or The Name Game- consonants)
- Pam Schiller and Dr. Jean are great resources for this type of song.
- Help children learn to write the letters and then words with high meaning for children, such as their own names.

# Phoneme Awareness

*Ability to hear and differentiate language sounds.*

Rhymes



Onomatopoeia

quack! woof! vroom!

Playing with sounds in spoken words.

Differentiating separate sounds in a spoken word.

Recognizing distinct syllables

Blending sounds.

“say it fast, say it slow.”

Help the child “take words apart”  
(say it slow)  
and put the word “back together”  
(say it fast).



List of Phonemes:

[The 44 Phonemes in English](#)



# Story Skills

The child is developing “story scripts” in the brain- i.e. “schema.”\*



- Naming (conceptualizing) things
- Attaching language to experiences
- Sequence of events
- Retelling events
- Retelling stories
- Parts of a story



\*“schema theory: a theory of how people organize and activate their knowledge.

According to schema theory, as people learn about the world, they develop a large network of knowledge structures, or schemas, with each schema connected to many others.

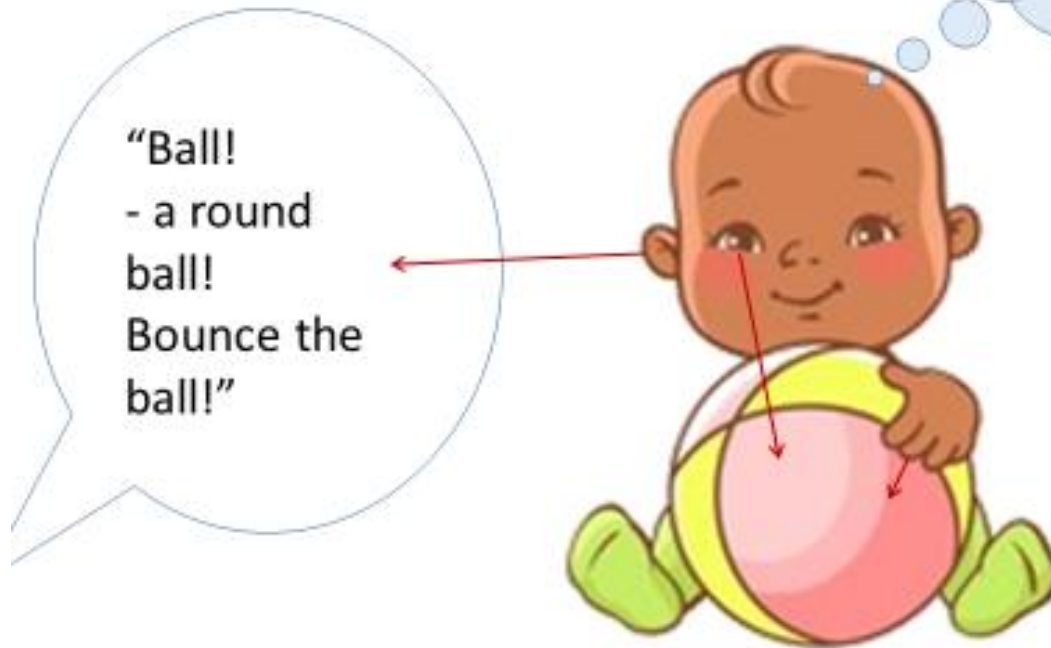
These schemas grow and change as a person acquires new information through experience and reading.”

(Anderson, 1984)

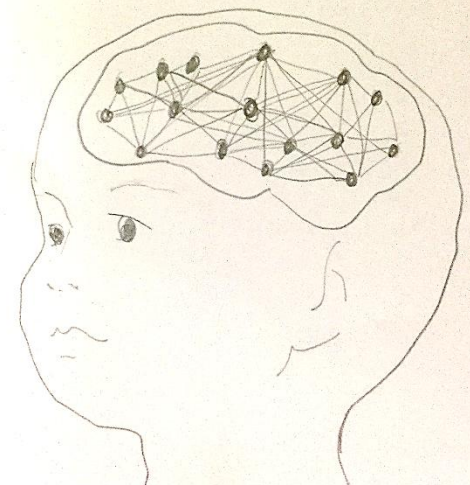


# VOCABULARY

Concept formation----  
concrete sensory experience

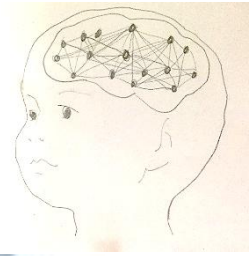


A constellation of concepts!



# Vocabulary-

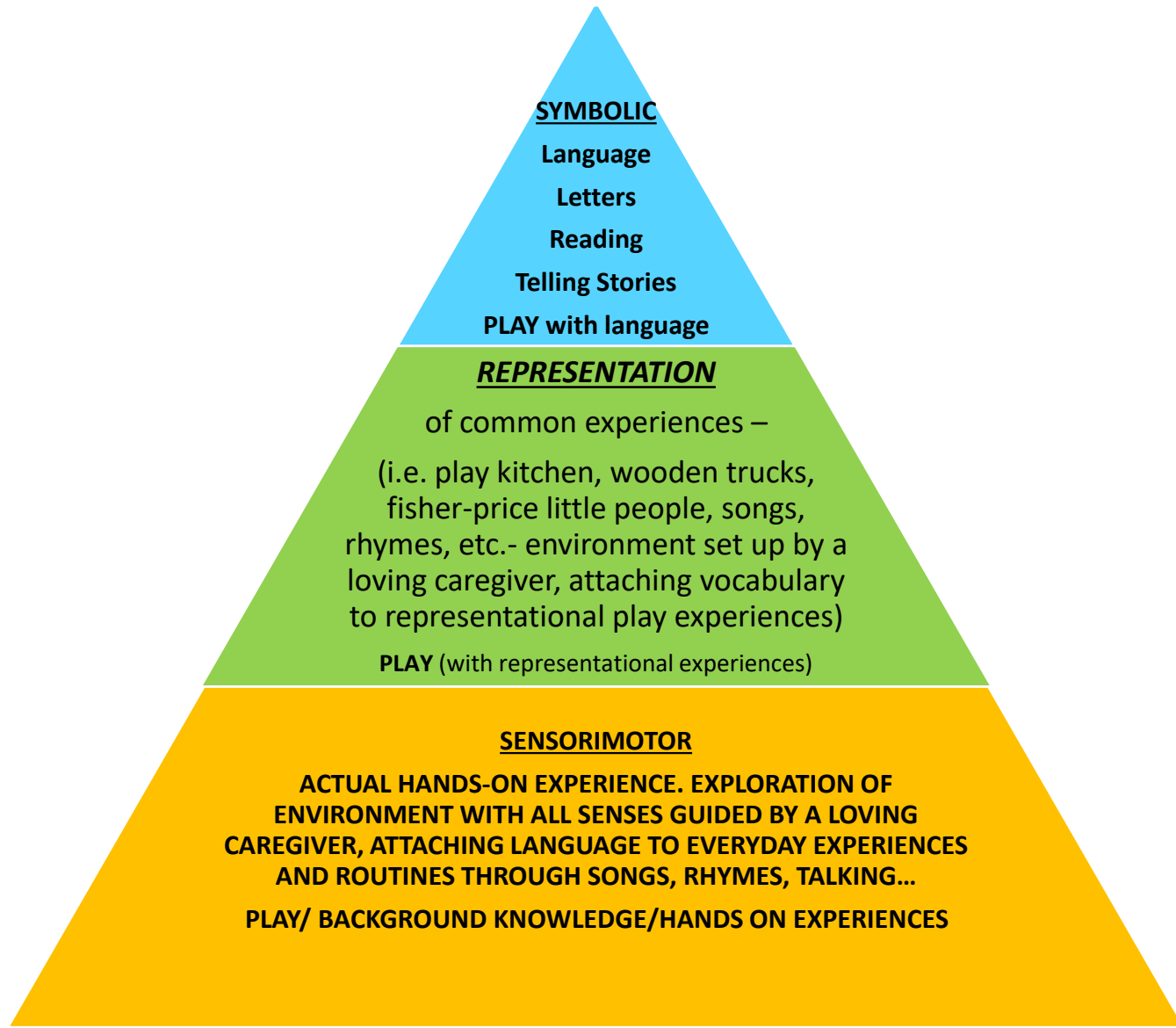
A constellation of concepts in my brain!



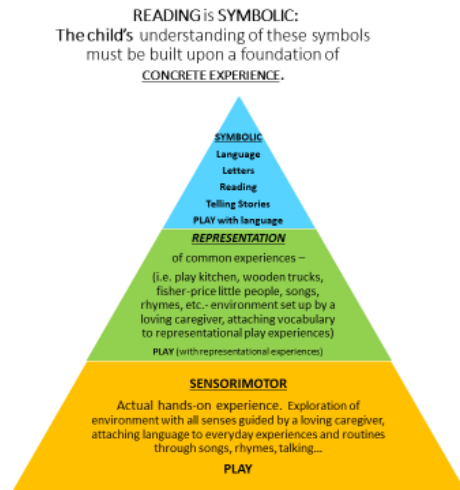
Concept formation----  
concrete sensory experience



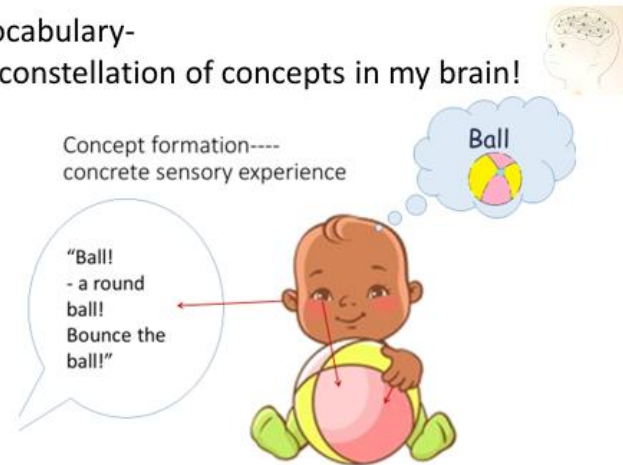
**READING is SYMBOLIC:**  
The child's understanding of these symbols  
must be built upon a foundation of  
CONCRETE EXPERIENCE.



# THE AMOUNT OF WORDS A YOUNG CHILD POSSESSES (CONCEPTUALIZES) CORRELATES TO FUTURE ACHIEVEMENT IN SCHOOL.



Vocabulary-  
A constellation of concepts in my brain!



## CHILDREN NEED WORDS

## VOCABULARY IS CRUCIAL

## THE FOUNDATION OF VOCABULARY DEVELOPMENT:

### *CONCEPTUALIZATIONS (BRAIN CELL CONNECTIONS)*

### *FORMED FROM PAST EXPERIENCES (BACKGROUND KNOWLEDGE).*

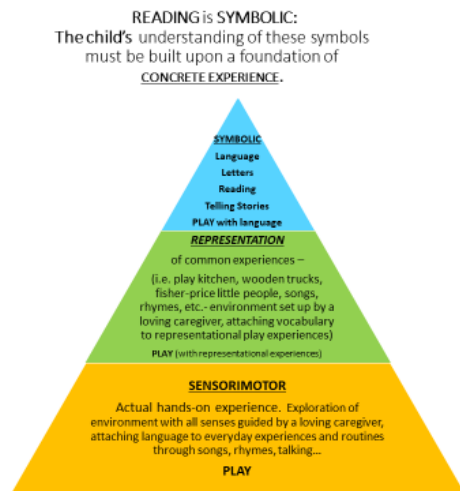
(BARDIGE, 2016)

*“Children who enter kindergarten with vocabularies of more than 6,000 words -and all of the concept knowledge and wordplay experiences they represent- have a working knowledge of word construction and word meanings that prepares them well for reading”*

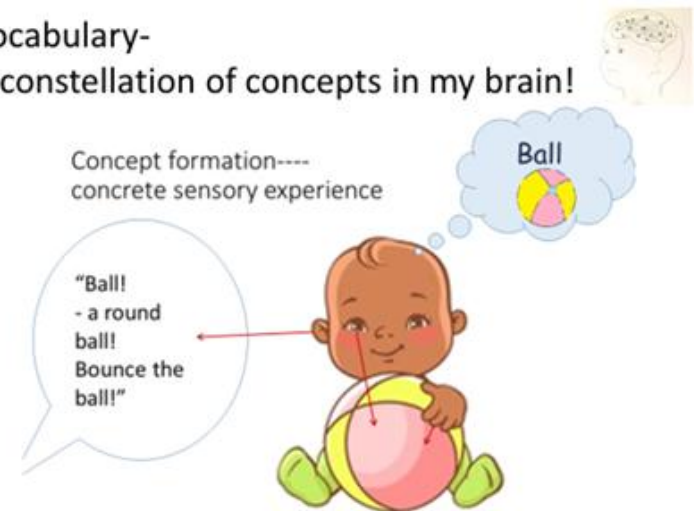
*(Bardige, 2016)*



“The vocabulary of basic names and categories parents use when talking to young children lays the foundations for the complex concepts and relationships the children will be asked to understand later on.” (Hart & Risley, 1995)



Vocabulary-  
A constellation of concepts in my brain!





# REVIEW:

A child needs six early literacy skills to get ready to read and succeed!



Print Motivation

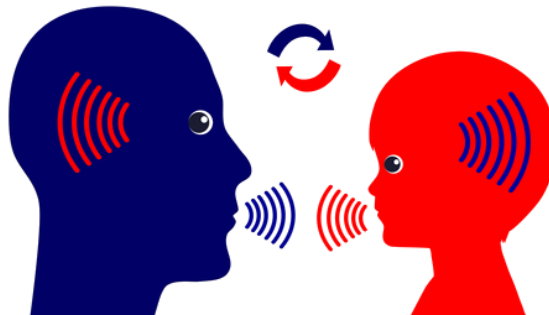




# 5 WAYS TO GET THOSE SKILLS:



Talking



Reading