

Handout 1

Creating a Literacy Environment



- ❑ Posted alphabet at the eye level of the children (alphabet chart or poster at eye level if classroom space is limited)
- ❑ Schedules/charts/posters
- ❑ Songs/rhymes/chants
- ❑ Name labels on cubbies/bins/special items
- ❑ Well stocked writing area (variety of types of paper & writing tools, cards with names/frequently used words/ special words)
- ❑ Play areas/centers include books and literacy props
- ❑ Adults model reading/writing regularly
- ❑ Environmental print & discussions about the print
- ❑ Open-ended/thought provoking questions
- ❑ Visits to the library regularly
- ❑ New experiences connected to new vocabulary words
- ❑ Time set aside to interact and listen
- ❑ Books read aloud daily; interactive reading
- ❑ Cozy classroom library (variety of books and magazines, comfortable reading chairs, soft lighting, open & accessible to all students, continual circulation of books, literacy props for retelling of stories)
- ❑ Display of children's authentic writing
- ❑ Books on tape/CD/DVD
- ❑ Alphabet/word puzzles, blocks & manipulatives (including magnetic and/or felt letters)
- ❑ Dictation
- ❑ Rich adult-child interactions
- ❑ Storytelling & drama
- ❑ Visits from others "readers" in the community to join the class for shared reading
- ❑ Alphabet posted right outside classroom near waiting areas

Does Your
Classroom
Have These
Characteristics
of a
Literacy-Rich
Environment?



Handout 6

Phonological Development



Here are some activities to try with young children:

- ❑ **Environmental Sound Game:** Listen to prerecorded sounds from the classroom or from sounds outside of the classrooms (animals, vehicles, kitchen machines, etc.). Ask children to name the sounds that they hear. And discuss the importance of sounds and how they give meaning to us.
- ❑ **Musical Patterns:** Have children tap out rhythms in songs by clapping, patting, or using instruments; use different types of drums and beat out a pattern and have children imitate the pattern (start with a simple pattern and get progressively harder).
- ❑ **Hot Potato Initial Sound Game:** Have the children sit in a circle on the floor. When you start the music have the children pass around a small basket with simple laminated picture cards. Stop the music and have the child who is holding the basket take a picture. The child with the picture card will say the name of the picture and then say the beginning sound of the word. Continue the game until all the children have had a chance to pick out a picture and do the activity.
- ❑ **Tongue Twisters:** 1) As a class, create and collect tongue twisters; make a chart or class book with the different tongue twisters and have the children draw the illustrations as you all say them together. 2) Give each child an egg carton and some dried noodles; tell the children to put a noodle in one of the egg carton compartments each time they hear a particular letter sound at the beginning of a word. Give the children several sentences which contain the same first sound (e.g. "Molly made a mighty mountain of macaroni" would call for 5 noodles). Use a variety of sentences that start with different letter sounds. Try to use sentences that are meaningful to the children. Start with small sentences and get progressively longer. Repeat sentences several times as needed for success for all children and revisit the same sentences other days as well.
- ❑ **Rhyming Word Sit Down:** Have the children stand in a circle and take one step around the circle each time they hear the adult say a rhyming word; when the adult says a word that doesn't follow the rhyme, the children all sit down.
- ❑ **Touch Words/Active Words:** Use touch and movement as much as possible with young children relating to what they hear. For example, have the students tap out words they hear with their fingers or by jumping, clapping, or moving in a certain way when they hear certain words or sounds within words.