

# SEPTEMBER PARENT PAGE

OUR SAVIOR LUTHERAN EARLY CHILDHOOD CENTER

## EMERGING LITERACY IN PRESCHOOL

Children start to learn language from the day they are born. As they grow and develop, their speech and language skills become increasingly more complex. They learn to understand and use language to express their ideas, thoughts, and feelings, and to communicate with others. During early speech and language development, children learn skills that are important to the development of literacy (reading and writing). This stage, known as **emergent literacy**, begins at birth and continues through the preschool years. Children see and interact with print (e.g., books, magazines, grocery lists) in everyday situations (e.g., home, in preschool, and at daycare) well before they start elementary school. Parents can see their child's growing appreciation and enjoyment of print as he or she begins to recognize words that rhyme, scribble with crayons, point out logos and street signs, and name some

letters of the alphabet. Gradually, children combine what they know about speaking and listening with what they know about print and become ready to learn to read and write.

Are Spoken Language and Literacy Connected?

Yes. The experiences with talking and listening gained during the preschool period prepare children to learn to read and write during the early elementary school years. This means that children who enter school with weaker verbal abilities are much more likely to experience difficulties learning literacy skills than those who do not.

One spoken language skill that is strongly connected to early reading and writing is phonological awareness " the recognition that words are made up of separate speech sounds,

for example, that the word dog is composed of three sounds: /d/, /o/, /g/. There are a variety of oral language activities that show children's natural development of phonological awareness, including rhyming (e.g., "cat-hat") and alliteration (e.g., "big bears bounce on beds"), and isolating sounds ("Mom, /f/ is the first sound in the word fish").

As children playfully engage in sound play, they eventually learn to segment words into their separate sounds, and "map" sounds onto printed letters, which allows them to begin to learn to read and write. Children who perform well on sound awareness tasks become successful readers and writers, while children who struggle with such tasks often do not.

## LOVE AND LOGIC

### Using Enforceable Statements

Many children have an uncanny ability to get us pulled into trying to control what we really cannot.

Truly powerful Love and Logic parents recognize this and avoid this trap by using enforceable statements.

Enforceable statements tell kids what WE will do or allow...rather than trying to tell THEM what to do.

### When we set Love and Logic limits by saying

what WE will do or what WE will allow:

- We avoid looking like a fool when we can't get our kids to do what we say.
- We share some control with our children.

As a result, they are much less likely to resist in order to regain control.

- We avoid getting sucked into trying to control something we really can't.

### Examples of Love and Logic Enforceable

#### Statements:

- I give treats to kids who protect their teeth by brushing.
- Breakfast is served until 7:30. Get all you need to hold you till lunch.
- My car is leaving at 8 a.m.
- I'll listen as soon as your voice is as calm as mine.
- I'll take you guys the places you want to go in the car when I don't have to worry about fighting in the back seat.
- I keep all the toys I have to pick up you can keep the ones that you pick up.
- I'll be happy to listen to you as soon as your father and I are finished talking.

## EMERGING LITERACY SKILLS IN READING AND WRITING

Our Core Knowledge Emerging literacy skills in reading and writing section builds on oral language skills to early reading and writing skills. The goals ask children to add to their prior experiences with printed words in books by recognizing print in the daily environment and some ways it is used to: identify, to name or label, to make lists, report events, give directions, communicate messages, and more.

This section focuses on the relation between oral language and print. The goals ask the children to associate specific familiar spoken words, such as their own names or names of familiar objects, with specific written words. Children then go on to recognize that the distinct

marks that make up each word are the letters in our alphabet. Children learn that these letters have names through such means as singing the alphabet song. They learn to identify the name the specific letters in their own names.

A crucial part of learning to read is developing phonemic awareness, the understanding that individual sounds are associated with individual letters and combinations of letters. To help children begin to develop phonemic awareness, the goals in this section ask children not only to refine their visual recognition of print but also to attend to the spoken sounds of language. Children are asked to take a part and put together smaller and smaller units of sound,

from individual words in a sentence, to syllables in words, to the beginning sounds in individual words.

Our goals include the skills needed to produce print, that is to write. At first, children are asked to perform manual activities that enhance both hand-eye coordination and small muscle control of the hand and fingers. They learn the proper way to hold a writing implement as well as a variety of small designs and strokes that will eventually be combined to form letters. They are also asked to write their own names.

## EMERGENT LITERACY IN PRESCHOOL

You can help your child develop literacy skills during regular activities without adding extra time to your day. There also are things you can do during planned play and reading times. Show your children that reading and writing are a part of everyday life and can be fun and enjoyable. Activities for preschool children include the following:

- Talk to your child and name objects, people, and events in the everyday environment.
- Repeat your child's strings of sounds (e.g., "dada dada, bababa") and add to them.
- Talk to your child during

daily routine activities such as bath or mealtime and respond to his or her questions.

- Draw your child's attention to print in everyday settings such as traffic signs, store logos, and food containers.
- Introduce new vocabulary words during holidays and special activities such as outings to the zoo, the park, and so on.
- Engage your child in singing, rhyming games, and nursery rhymes.
- Read picture and story books that focus on sounds, rhymes, and alliteration (words that start with the same sound, as

found in Dr. Seuss books).

- Reread your child's favorite book(s).
- Focus your child's attention on books by pointing to words and pictures as you read.
- Provide a variety of materials to encourage drawing and scribbling (e.g., crayons, paper, markers, finger paints).
- Encourage your child to describe or tell a story about his/her drawing and write down the words.

*Taken from: Emergent Literacy: Early Reading and Writing Development by Froma P. Roth, PhD, CCC-SLP|Diane R. Paul, PhD, CCC-SLP*