

Intentionality
Early Literacy Practices and Components Working Together

Practice: Talking

Early Literacy Component	Examples (You can add more)	Your Storytime
<p>Phonological Awareness <i>Ability to hear and play with the smaller sounds in words</i></p> <p>Environmental sounds, singing, clapping syllables, rhyming, beginning sounds</p>	<p>Talk about sounds in the environment Encourage children to imitate sounds Point out words that start with the same sounds or that rhyme Clap syllables in children’s names or in a word they are learning Encourage children to rhyme, beginning sounds</p>	
<p>Print Awareness/ Concepts <i>Knowing that print has meaning</i></p> <p>Environmental print; how to handle a book; direction of print; author/title</p>	<p>Point out signs or logos in the library or storytime area Write what is being said, either by you or by the children, such as making a list or recording opinions Use pictures, graphics, or text to represent what will happen in storytime</p>	
<p>Letter Knowledge <i>Same letter can look different; letters have names and represent sounds</i></p> <p>Shapes, alike and different, visual matching, letters</p>	<p>Talk about shapes, encourage children to point out and name shapes Talk about how two things look similar and different Point out a letter and look for more Point out upper and lower case of a letter Encourage children to name letters, especially those in their names Use nametags or craft activities as an opportunity to talk about shapes and letters</p>	
<p>Vocabulary <i>Knowing the meanings of words including names of things, feelings, concepts and ideas</i></p> <p>Learning the meanings of new words</p>	<p>General conversation with child or children before and after storytime, building on what they say by adding less familiar words Add new words, explaining meaning or using synonyms, as introducing storytime theme Talk about differences in meanings of words with similar meanings Talk about feelings, getting more specific Talk about ideas, listening to their and adding more thoughts Encourage children to use less familiar words</p>	
<p>Background Knowledge <i>Prior knowledge—Includes:</i></p> <ul style="list-style-type: none"> • content knowledge (factual) • book/story knowledge <ul style="list-style-type: none"> ▫ enjoyment—print motivation ▫ story structure ▫ narrative skills (retelling) • conceptual thinking: abstract thinking-- sequencing, predicting, problem solving, etc. It includes but is more than specific concepts such as shapes, colors. 	<p>Before, during or after storytime, have children tell you about an event that happened to them. Encourage children to tell you the order in which they are doing or have done something Encourage children to tell you what they know on a topic, and share what you know</p>	

Practice: Singing

Early Literacy Component	Some Examples (You can add more)	Your Song/Rhyme
<p>Phonological Awareness <i>Ability to hear and play with the smaller sounds in words</i></p> <p>Environmental sounds, singing, clapping syllables, rhyming, beginning sounds</p>	<p>Sing songs Clap in rhythm or clap syllables Bounce, tap, clap to rhythm Shakers/instruments to syllables</p>	
<p>Print Awareness/ Concepts <i>Knowing that print has meaning</i></p> <p>Environmental print; how to handle a book; direction of print; author/title</p>	<p>Flipchart/project words to songs Sing “Oh no my book is upside down” to tune of London Bridge is Falling Down. Use songbooks, point to words in chorus.</p>	
<p>Letter Knowledge <i>Same letter can look different; letters have names and represent sounds</i></p> <p>Shapes, alike and different, visual matching, letters</p>	<p>Alphabet song and variations BINGO and variations Sing songs about shapes</p>	
<p>Vocabulary <i>Knowing the meanings of words including names of things, feelings, concepts and ideas</i></p> <p>Learning the meanings of new words</p>	<p>Songs with interesting/unfamiliar words Songs about feelings</p>	
<p>Background Knowledge <i>Prior knowledge—Includes:</i></p> <ul style="list-style-type: none"> • content knowledge (factual) • book/story knowledge <ul style="list-style-type: none"> ▫ enjoyment—print motivation ▫ story structure ▫ narrative skills (retelling) • conceptual thinking: abstract thinking-- sequencing, predicting, problem solving, etc. It includes but is more than specific concepts such as shapes, colors. 	<p>Knowing rhymes and songs Songs to help learn facts Enjoyment around songbooks Songs about enjoying books (The more we read together . . .) Songs with concepts Songs with refrains (patterns) Songs about spatial relationships, size, opposites, shapes Story songs with sequence , cumulative</p>	

Practice: Writing—Can be during or after storytime or suggestions to tell parents when they are playing with their children.

Early Literacy Component	Some Examples (You can add more)	Your Storytime/Your Ideas
<p>Phonological Awareness <i>Ability to hear and play with the smaller sounds in words</i></p> <p>Environmental sounds, singing, clapping syllables, rhyming, beginning sounds</p>	<p>Have children draw a picture of animal, what sound does it make? Write child's name—point out sound of first letter Point out writing when it occurs in books</p>	
<p>Print Awareness/ Concepts <i>Knowing that print has meaning</i></p> <p>Environmental print; how to handle a book; direction of print; author/title</p>	<p>Have children draw pictures and say what is happening Have children scribble/write lists, story, cards, make own books</p>	
<p>Letter Knowledge <i>Same letter can look different; letters have names and represent sounds</i></p> <p>Shapes, alike and different, visual matching, letters</p>	<p>Have children scribble/draw shapes Have children "write" their names Songs/activities where children draw shapes or letters in the air</p>	
<p>Vocabulary <i>Knowing the meanings of words including names of things, feelings, concepts and ideas</i></p> <p>Learning the meanings of new words</p>	<p>Add new words when children tell you about their drawings</p>	
<p>Background Knowledge <i>Prior knowledge—Includes:</i></p> <ul style="list-style-type: none"> • content knowledge (factual) • book/story knowledge <ul style="list-style-type: none"> ▫ enjoyment—print motivation ▫ story structure ▫ narrative skills (retelling) • conceptual thinking: abstract thinking-- sequencing, predicting, problem solving, etc. It includes but is more than specific concepts such as shapes, colors. 	<p>Do fingerplays and action songs that use gross motor and fine motor skills Have children write/draw about a story or experience Use charts, graphs to classify objects Encourage writing/recording as an activity</p>	

Practice: Playing—Can be during or after storytime or suggestions to tell parents when they are playing with their children.

Early Literacy Component	Some Examples (You can add more)	Your Storytime/ Your Ideas
<p>Phonological Awareness <i>Ability to hear and play with the smaller sounds in words</i></p> <p>Environmental sounds, singing, clapping syllables, rhyming, beginning sounds</p>	<p>Play games using sounds: I Spy, guess rhyming word or play with beginning sounds, use non-sense words</p> <p>Games with animal sounds</p>	
<p>Print Awareness/ Concepts <i>Knowing that print has meaning</i></p> <p>Environmental print; how to handle a book; direction of print; author/title</p>	<p>Play time or craft time—add print to instructions or to play itself (sign for a store, etc.)</p>	
<p>Letter Knowledge <i>Same letter can look different; letters have names and represent sounds</i></p> <p>Shapes, alike and different, visual matching, letters</p>	<p>Block play, shapes, colors, size</p> <p>Sort and categorize items</p> <p>Play matching games, sorting games—what is alike and different</p> <p>Include foam, magnet or block letters</p>	
<p>Vocabulary <i>Knowing the meanings of words including names of things, feelings, concepts and ideas</i></p> <p>Learning the meanings of new words</p>	<p>Describe what baby is doing and objects, how they feel, look</p> <p>Use words themselves, not pronouns, even if repetitious (not “it”—say the item)</p> <p>Add less familiar words to children’s play</p>	
<p>Background Knowledge <i>Prior knowledge—Includes:</i></p> <ul style="list-style-type: none"> • content knowledge (factual) • book/story knowledge <ul style="list-style-type: none"> ▫ enjoyment—print motivation ▫ story structure ▫ narrative skills (retelling) • conceptual thinking: abstract thinking-- sequencing, predicting, problem solving, etc. It includes but is more than specific concepts such as shapes, colors. 	<p>As children explore objects, describe them and their uses</p> <p>Compare and contrast objects</p> <p>Puzzles for problem-solving</p> <p>Role playing games</p> <p>Act out stories together</p> <p>Provide toys/props to act out story or extend story in imaginative play</p> <p>For activity or craft, put processes in sequence</p> <p>Allow time for children to figure things out, and to talk about what they are doing during play</p>	