BUILDING EARLY LITERACY THROUGH PHONOLOGICAL AWARENESS

IHD Evidence for Success – Combined Disability Conference
July 9, 2018
Part 1 10:45 – 12:00
Part 2 1:00 – 2:15

Chelie Nelson
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Objectives

- Understand the importance of Phonological Awareness to Literacy Development
- Be able to describe the Phonological Continuum
- Develop strategies for providing and embedding phonological awareness instruction into your daily curriculum
Agenda

◦ Importance of Phonological Awareness (PA) for Young Children
◦ Understanding PA
◦ PA Development
◦ Core PA Instruction
◦ PA Intervention
Predictive EC
Language and Literacy Skills

- Alphabet Knowledge
- Phonological Awareness
- Rapid Naming of Letters/Digits
- Rapid Naming of Objects/colors
- Writing

- Phonological Short-term Memory
- Concepts about print
- Print knowledge
- Oral Language
- Visual Processing

NELP 2008
Predictive EC
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NELP 2008
Preschool Early Literacy

Foundation for Meaning
- Oral Language

Foundation for Code
- Phonological Awareness
- Print Awareness
- Alphabet Knowledge
Evidence-Based Instructional Practices for Young Children

- Code-focused Instruction
- Oral Language Instruction
- Shared Reading
How PA Supports Literacy

Young children’s understanding that words are made up of smaller sounds helps them “break the code” of written language and acquire the alphabetic principle.

Philips, Clancy-Menchetti & Lonigan, 2008
Preschoolers who do not acquire fundamental phonological awareness skills are more likely to experience challenges learning to read.

Preschool-age children can (and should) be taught phonological awareness skills.

NELP, 2008; NRP, 2000
What is Phonological Awareness?
What is the Difference?

- Phonics
- Phoneme Awareness
- Phonological Awareness
The ability to detect and manipulate the sound structure of words independent of their meaning. It is an increasingly sophisticated capacity that is highly predictive of, and causally related to, children’s later ability to read.

Philips, Clancy-Menchetti & Lonigan, 2008
Phonological Awareness

- Phonological Awareness
- Phoneme Awareness
- Phonics
PA in Relation to Phonological Processing and Metalinguistic Awareness

Phonological Processing Abilities

- Storing phonological information
- Retrieving phonological information

Metalinguistic Awareness

- Phonological Awareness
  - Syllable awareness
  - On-set - Rime
  - Phoneme Awareness
- Semantic, syntactic, pragmatic, morphological awareness

Gillion, 2018
Arrange the following PA Tasks by Difficulty
a) Tell the first sound in the word baby.
b) Clap the syllables in your name.
c) Fill in the rhyming word from a story line.
d) Blend c-a-t to tell the word.
e) Tell a word that rhymes with cat.
f) Clap the syllables in your name.
Component Skills of Phonological Awareness

- **Rhyming**: matching and producing words endings
- **Alliteration**: matching and producing words with the same beginning sound
- **Blending**: combining syllables and sounds to make words
- **Segmenting**: pulling words apart into syllables and wounds
Why Do You Think?

Phonological awareness skills in kindergarten have been identified as one of the best predictors of reading achievement between kindergarten and second grade.

Snow et.al., 1998; NRP, 2000 Whitehurst & Lonigan, 2002, NELP, 2009
Units of Sound

- Syllables
- Onsets
- Rimes
- Phonemes

Yopp & Yopp, 2011
Syllables

- Bathroom
- Demonstration
- Misunderstanding
- Water
- Friend
- Horse
- Motorcycle

Yopp & Yopp, 2011
Onset

- Run
- Cat
- Friend
- Chat
- In
- Horse
- Phone

Yopp & Yopp, 2011
Rime

- Him
- Flat
- Red
- Car
- Merry
- Zoo
- Would

Yopp & Yopp, 2011
Phonemes

- Dog
- Each
- Have
- More
- Hope
- Card

Yopp & Yopp, 2011
Break the Words

- Jump
- On
- Chimpanzee

Into...

- Syllables
- Onset(s) and Rime(s)
- Phonemes
Phonological Awareness Tasks

- Matching
- Blending
- Isolating/Identifying partial segments
- Segmenting
- Deletion
- Substitution

Yopp & Yopp, 2011
# Phonological Awareness Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Syllable</th>
<th>Onset-Rime</th>
<th>Phoneme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Matching</strong></td>
<td>Sandwich</td>
<td>Start</td>
<td>City</td>
</tr>
<tr>
<td>Do these</td>
<td>Sandwitch</td>
<td>Stand</td>
<td>Sunshine</td>
</tr>
<tr>
<td>start the</td>
<td>Sandbag?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>same?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yopp & Yopp, 2011
## Phonological Awareness Tasks

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Blending</strong></td>
<td>/pump/ - /kin/</td>
<td>/Pl/ - /ane/</td>
<td>/f/-/r/-/o/-/g/</td>
</tr>
</tbody>
</table>

What word would we have if we put these parts together?

Yopp & Yopp, 2011
### Phonological Awareness Tasks

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</tr>
</thead>
</table>
| **Isolating**
What do you hear at the beginning of | **Under?** | **Black?** | **Bug?** |

Yopp & Yopp, 2011
## Phonological Awareness Tasks

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<th>Phoneme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Segmenting</strong></td>
<td>Table?</td>
<td>Grin?</td>
<td>Dog?</td>
</tr>
<tr>
<td>What are all the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>parts/sounds you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hear in the word?</td>
<td></td>
<td></td>
<td></td>
</tr>
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Yopp & Yopp, 2011
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<th>Phoneme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deletion</strong> Say ---- without the ___</td>
<td>Napkin without the /kin/</td>
<td>Grin without the /gr/</td>
<td>Meat without the /m/</td>
</tr>
</tbody>
</table>

Yopp & Yopp, 2011
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<th>Onset-Rime</th>
<th>Phoneme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substitution</strong></td>
<td>/ba/ in baby to /ma/?</td>
<td>/bl/ in black to /cr/?</td>
<td>/ch/ in chain to /r/?</td>
</tr>
</tbody>
</table>

Yopp & Yopp, 2011
## Phonological Awareness Skills in Developmental Order

<table>
<thead>
<tr>
<th>Skill</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyming</td>
<td>• Matching</td>
</tr>
<tr>
<td></td>
<td>• Production</td>
</tr>
<tr>
<td>Alliteration</td>
<td>• Matching</td>
</tr>
<tr>
<td></td>
<td>• Categorization</td>
</tr>
<tr>
<td>Blending</td>
<td>• Syllables</td>
</tr>
<tr>
<td></td>
<td>• Onset-Rime Units</td>
</tr>
<tr>
<td></td>
<td>• Phonemes</td>
</tr>
<tr>
<td>Segmenting</td>
<td>• Syllables</td>
</tr>
<tr>
<td></td>
<td>• Onset – Rime Units</td>
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<td>• Phonemes</td>
</tr>
</tbody>
</table>

Paulson, 2004
Yopp & Yopp, 2009

“Although instruction should generally progress from larger to smaller units of sound, phonological awareness development is not lockstep and children need not master one level before being exposed to another level of phonological awareness.”
Figure 1
The Developmental Continuum of Phonological Awareness

Development of Phonological Awareness

Rhyme Awareness

Syllable Awareness

Word Awareness

Onset-Rime Awareness

Phoneme Awareness

Compound-Word Awareness

Linguistic Complexity

Philips, Clancy-Menchetti & Lonigan, 2008
### Dimensions of Phonological Awareness

<table>
<thead>
<tr>
<th>Sound Unit</th>
<th>PA Tasks</th>
<th>Task Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Words</td>
<td>• Matching</td>
<td>• Identity</td>
</tr>
<tr>
<td>• Syllables</td>
<td>• Blending</td>
<td>• Synthesis</td>
</tr>
<tr>
<td>• Onset-Rime</td>
<td>• Isolating/</td>
<td>• Analysis</td>
</tr>
<tr>
<td>• Phonemes</td>
<td>• Segmenting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Deletion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Substitution</td>
<td></td>
</tr>
</tbody>
</table>

Philips, Clancy-Menchetti & Lonigan, 2008
The Issue of Rhyme

Evidence shows that rhyming is not necessarily the most evidence-based of the pedagogical choices or the simplest phonological awareness skill to master.

Philips, Clancy-Menchetti & Lonigan, 2008
The Issue of Rhyme
Task Difficulty

- cat – bat – pig  “Which words rhyme?”
- cat – bat – cup  “Which words rhyme?”

Philips, Clancy-Menchetti & Lonigan, 2008
The Issue of Rhyme
Task Difficulty

○ cat – dog – mat “Which word does not rhyme?

○ Say a word that rhymes with boat?

Philips, Clancy-Menchetti & Lonigan, 2008
Rhyming Words

- In 20 seconds, list all the words you can think of that rhyme with the word cat
- In 20 seconds, list all the words you can think of that rhyme with the word chef
The Issue of Rhyme

- Rhyme is not an entry-level PA skill.
- Should be taught in the context of onset-rime, rather than a stand alone activity.
- Studies suggest that a focus on rhyming should include repeated exposure, explicit teaching of what it means to rhyme, and a high degree of scaffolding.

Philips, Clancy-Menchetti & Lonigan, 2008
The Issue of Rhyme

- Rhyming is best taught as only one of several levels of phonological awareness instruction.

Philips, Clancy-Menchetti & Lonigan, 2008
List 10 Different Animals
What is the Initial Sound?

- Sun
- Sugar
- Shoe
- Write
- White
- Ring
- Fish
- Phone
- Pole
- Cup
- Cent
- Chair
- Chris
- Zipper
- xylophone
How Many Speech Sounds?

1. String
2. Joyless
3. Dodge
4. Mixed
5. Heard
6. Crash
7. Though
8. Chew
9. House
10. Quiet
How many sounds in your Animal Names?
Phonological Awareness Development
Progression

- Larger units to smaller units
- Matching and synthesis to analysis
- Initial sounds to final and medial sounds
- Phonemes that are not in blends to those that are in blends

Yopp & Yopp, 2011
Progression

- Continuant sounds to noncontinuant sounds
- Recognition to production
- Use of pictures/objects to oral-only
- Use of chips/blocks (representing sounds) to use of letters.

Yopp & Yopp, 2011
By 4 Months, Infants can..

- Discriminate their mother’s voice from other females
- Distinguish utterances in their native language from other languages
- Recognize the same syllable in different utterances
- Detect intonation

Gillon, 2018
0 to 3 Years

- Wide Developmental Variation
- Accelerated Growth between 3 and 4

Gillon, 2018
# Rhyming Skill Development

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 to 3 years old</td>
<td>Children participate in saying words in nursery rhymes, finger plays, songs and books that are read to them.</td>
</tr>
<tr>
<td>3 to 5 years old</td>
<td>Match words that rhyme</td>
</tr>
<tr>
<td>4 to 5 years old</td>
<td>Produce words that rhyme</td>
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Paulson & Moats, 2010
## Alliteration Skill Development

<table>
<thead>
<tr>
<th>3 to 5 years old</th>
<th>Recognize words with a common initial sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 to 7 years old</td>
<td>Produce words with a common initial sound</td>
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Paulson & Moats, 2010
<table>
<thead>
<tr>
<th>Age Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>3 to 4 years old</td>
<td>Combine a sequence of isolated syllables to produce words</td>
</tr>
<tr>
<td>4 to 5 years old</td>
<td>Combine a sequence of isolated sounds to produce words</td>
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Paulson & Moats, 2010
## Segmenting Skill Development

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Task Description</th>
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<tbody>
<tr>
<td>3 to 4 years old</td>
<td>Identify syllables in words</td>
</tr>
<tr>
<td>4 to 5 years old</td>
<td>Identify beginning sounds in words</td>
</tr>
<tr>
<td>5 to 6 years old</td>
<td>Identify sounds in one-syllable words</td>
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Paulson & Moats, 2010
### PA Skills in Developmental Order (Paulson, 2004)

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<td>• phonemes</td>
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Paulson & Moats, 2010
Standardized Assessment Tools

- **PELI** – Preschool Early Literacy Indicator
- **myIGDI Literacy+** – Individual Growth and Development Indicators
- **PIPA** – Preschool and Primary Inventory of Phonological Awareness
- **CTOPP2** – Comprehensive Test of Phonological Process
Informal Assessment
Tasks for 3 - 4 years old

- Completing the rhyming word in a nursery rhyme line
- Detecting the word from a series of 3 pictures that does not rhyme
- Matching words that rhyme

Gillon, 2018
Informal Assessment
Tasks for 3 - 4 year olds

- Detecting the word from a series of 3 pictures that starts with a different sound
- Detecting the word that starts with the same sound as a target word
- Blending syllables to form words
- Deleting a syllable from a word

Gillon, 2018
Fostering Phonological Awareness

Two Approaches

◦ Spontaneous Opportunities
◦ Explicit Instruction
When is Academic Instruction Not DAP?

When the curriculum narrowly defines a set of specific facts and skills that are taught apart from meaningful context and without attention to engaging children’s interest.

Copple, Bredekamp, & Chamer, 2013
Fostering PA in Very Young Children

- Meaningful Language Experience (Oral Language Development)
- Nursery Rhymes
- Highlight the rhythm and pattern of speech through songs and story patterns

Gillon, 2018
Fostering PA in Very Young Children

- Develop Print Awareness
- Bring attention to beginning sounds in words
- Picture naming activities modeling correct articulation
- Activities should be fun, not assessment drills.

Gillon, 2018
Phoneme Awareness

- Dig - Do
Fostering Phonological Awareness

- Make it fun
- Explicitly Teach PA
- Ensure Rich Exposure
- Pronounce Sounds with Care

Yopp & Yopp, 2011
Listening Activities
Listening Activities

◦ Say What You Hear?
◦ Which One?
◦ Identify the Sequence
◦ Follow the Leader
◦ Who is speaking?

Yopp & Yopp, 2011
Word Awareness

The ability to attend to and manipulate individual words in spoken sentences, phrases, or compounds.

Yopp & Yopp, 2011
Word Awareness Activities

- Hopping Game
- Guess My Word
- Don’t Say It
- 5 Little Monkeys

Identify--- Match--- Blend --- Segment---Delete---Substitute

Yopp & Yopp, 2011
Word Awareness Activities

Identify--- Match--- Blend --- Segment---Delete---Substitute

Yopp & Yopp, 2011
Syllable Awareness

- Hickity Pickity Bumble Bee -

Identify --- Match --- Blend --- Segment --- Delete --- Substitute

Yopp & Yopp, 2011
Syllable Awareness

Identify--- Match--- Blend --- Segment---Delete---Substitute

Yopp & Yopp, 2011
Syllable Awareness

Cut Apart

Identify--- Match--- Blend --- Segment---Delete---Substitute

Yopp & Yopp, 2011
Syllable Awareness

Identify --- Match --- Blend --- Segment --- Delete --- Substitute

Yopp & Yopp, 2011
OnSet and Rime Activities

- Rhymes in a Bag
- A Tisket, A Tasket
- I Spy
- Going on a Word Hunt

Identify---Match---Blend---Segment---Delete---Substitute

Yopp & Yopp, 2011
OnSet and Rime Activities

Trip! Trap!

Identify--- Match--- Blend --- Segment---Delete---Substitute

Yopp & Yopp, 2011
Phoneme Activities

Sound Bingo
The Farmer in the Dell
Turn It Over
Break It
Simon Says

Identify--- Match--- Blend --- Segment---Delete---Substitute

Yopp & Yopp, 2011
Features Important for Phonological Awareness Instruction

- Systematic and Explicit Instruction
- Opportunities for incidental and implicit instruction
- Clear and Consistent Articulation
- Use of Consistent Nonverbal Cues
- Teacher Understanding Levels of Difficulty

Philips, Clancy-Menchetti & Lonigan, 2008
Levels of Scaffolding

- **High** – use of exaggeration and emphasis on the target sound/segment
- **Moderate** – isolation and emphasis on the target sound by elongating the sound in the word
- **Minimum** – stress put on the first sound while giving the directions

Billow, 2017
Three Principles of Effective PA Instruction

- Conspicuous Design
  - Explicit
  - Systematic
  - Modeling

- Scaffolding

- Opportunities to Practice (Guided and Independent) accompanied by Feedback

Billow, 2017
Fostering Phonological Awareness

- Letter knowledge
- Oral Language
PA Instruction
Large and Small Group
Opportunities for Incidental and Embedded Instruction

- Incorporating Phonological Awareness Activities Across the Day
  - Transitions
  - Centers
  - Small Groups
  - Large Groups
  - Outside Play
3 context for PA instruction

◦ Play and Play-like Activities
◦ Stories and Noticing
◦ Learning Centers
Ideas for Incorporating PA into Centers

- Small beads - kids match the number of beads to the sounds in a word.
- Sensory Table - Put objects representing two different beginning sounds related to your theme. Children find objects and sort by beginning sound.
- Blocks - children create signs for their structures using invented spelling.
Ideas for Incorporating PA into Centers

- Alphabet puzzles – conversation about the sound letters make or words that might begin with that sound
- Cutting – have students cut words into letters and then match a word to a picture
Intervention

Time

Intensity

Tier 3

Tier 2

Tier 1
Individualizing Instruction

- Teachers must identify both broad outcomes being addressed for all children and individual behaviors targeted for specific children.

Grisham-Brown, & Hemmeter, 2017
Broad outcomes are often categorized by age/grade level and content.

Individually targeted behaviors are based on children unique needs and development/skill acquisition.

Grisham-Brown, & Hemmeter, 2017
Who Benefits from PA Intervention?

- Older children with dyslexia and younger children at risk for dyslexia
- Young children at risk from low SES background
- Children starting kindergarten with low PA skills

Gillion, 2018
Who Benefits from PA Intervention?

- Preschool and School-age children with spoken language impairment
- Struggling readers
- Preschool children who are deaf or hard of hearing
- Preschool and school-age children who are native speakers of different languages.
- Young children with significant developmental delays

Gillion, 2018
Guiding Principles for Intervention

- PA intervention should be integrated with letter-sound knowledge and should make explicit the links between speech and print

Cunningham, 1990; Hatcher, 1994; Ehri et al, 2001; Suggate, 2016
Guiding Principles for Intervention

- PA intervention should focus on the development of skills at the phoneme level for school-age children and there is some evidence to support this for preschoolers.

Guiding Principles for Intervention

○ PA Intervention may involve a skill mastery approach or an integrated or multiple skill approach (Ehri et al., 2001; Gillion, 2000; Schneider et al., 1997; O’Conner, Jenkins, Leicester & Slocum, 1993; Slocum, O’Conner & Jenkins, 1993; Torgesen et al., 1992)
Guiding Principles for Intervention

- An individual or small group approach may be necessary.

Brady et al., 1994; Torgesen et al., 1994; Byme & Fielding-Barsley, 1995; Carson et al., 2013; Rvachew&Brosseau-Lapre, 2015
Guiding Principles for Intervention

- Ongoing Progress Monitoring is important.
- PA intervention may be most effective combined with language intervention.

Gillion, 2007; Duff et al., 2012; Ayres, 1995; Gillion, 2018
Supporting PA for Children who are DLL in their Native Language

◦ Songs, books, games that play with sounds in their native language
◦ Enlist the support of parents.
◦ Select activities that are suitable for translation

Yopp & Yopp, 2011
Supporting PA for Children who are DLL in English

- Use English words familiar to children (e.g. their names, classroom items)
- Repeat activities frequently
- Value children’s native language responses

Yopp & Yopp, 2011
Supporting PA for Children who are DLL in English

- Be explicit with directions and provide clear feedback
- Pronounce sounds clearly
- Provide support; visuals, examples
- Be positive and encouraging

Yopp & Yopp, 2011
Involving Families

- Read Aloud
- Draw Attention to sounds
- Sing Songs that play with sounds
- Poems
- Sound Guessing Games

Yopp & Yopp, 2011
Adaptations and Modifications to Support Participation

- Environmental supports
- Materials adaptations
- Simplifications of the activity
- Use of child preference
- Special equipment
- Adult support
- Peer support
- Invisible support

Sandall & Schwartz (2002)
Prompts and Supports

- Verbal prompts
- Gestures
- Modeling
- Tactile Prompts
- Spatial Prompts
- Physical Prompts
- Visual/Pictorial Prompts

Grisham-Brown and Hemmeter (2017)
Adapting Phonological Awareness Activities

How Does It Begin?

1. Using a picture card with several pictures that start with B and some that do not.
2. Name the pictures one at a time. Start by saying each word slowly to emphasize the first sound.
3. “I am listening for words that begin with /b/. Does boots begin with /b/?”
Levels of Modification

- Same activity
- Same activity with different objectives
- Different activity with similar objectives
- Different activity with different objectives
Adapting Curriculum

1. Think of a child who struggles with phonological awareness activities and write their name down.
2. Line up by that child’s first name
3. Form group of 2-3
4. Talk about your students and select one student to focus on.
5. Using the lesson given, adapt the lesson so that the selected student could participate and be prepared to share out.
Language and Literacy for Young Learners Kit #1 &2

https://community.neuhaus.org/estore?&nccsm=21&__nccspID=1093

https://community.neuhaus.org/estore?&nccsm=21&__nccspID=903
Read It Again- Pre-K!

A Preschool Curriculum Supplement to Promote Language and Literacy Foundations

http://ccec.ehe.osu.edu/practice/ccec-curricula/read-it-again-pre-k/materials/

Laura M. Justice
Anita S. McGinty

Table of Contents
Introduction .............................................. 3
Lesson Plans ........................................... 19
Pupil Progress Checklist ......................... 147
Materials ............................................... 151
Implementation Notes .............................. 209
Resources

Resources

Resources

Resources

References


References

References