

Already Ready: Starting Early, Starting Strong

Tracy Genik
Saturday April 6, 2019
For: Early Childhood Educators
National Early Literacy Conference
Winnipeg

It's never too early!



Starting Early, Starting Strong: Already Ready



Expectations

- What are your expectations for the children you work with?
- What are your expectations for yourself?
- What are your beliefs about how children learn literacy?
- How prepared do you feel about meeting goals?
- How prepared are you willing to get?

Opportunities for Literacy Learning; Opportunities for Starting Early, Starting Strong

Talking, Reading, Writing

- What are you currently doing?
- What opportunities are you already arranging for?

Opportunities

- How do children learn language?

Opportunities

- What are the benefits of knowing how young children increase their control of language learning?
- What can we do?

Opportunities

- Thor's Ladybug conversation

Opportunities for Language Learning: What can we do?

- Create a rich context for language learning
- Increase language learning opportunities
- Understand that children learn language easily through conversation
- Consider what things make a child reluctant to speak
- Recognize the importance of reading aloud to children
- Create the need to produce language
- Realize that repeating language has severe limitations
- Understand how children learn the order of words
- Appreciate how children learn to say the same thing in different ways

Opportunities for Language Learning: Encourage the use of alternative constructions

- Expand the phrases of language children use
- Move things around
- Transform simple statements

Opportunities for Language Learning: Conversations

- What are the characteristics of a genuine conversation?

Opportunities for Language Learning: Conversations

- What might be some benefits to having genuine conversations with children?

Opportunities for Language Learning: Conversations

Added Benefits:

- Children construct correct language
- Children appropriate more complex language with greater facility
- Children reveal what they know about meaningful experiences
- Children reveal what they know about stories

Finding A Way Into Print:

‘What I say, I can write. And, what I write, I can read.’

- A new code:
 - Names
 - Letters
 - Words
 - Books

Finding A Way Into Print; Early Writing

‘What I say, I can write. And, what I write, I can read.’

- First there is scribble
- Pictures carry the story
- You model and write
- New discoveries
- Use of space on a page
- Tracing
- Words
- Directionality

Finding A Way Into Print; Early Reading

‘What I say, I can write. And, what I write, I can read’

- Picture Books (Wordless Picture Books)
- One word label books Ex) Mom
- Name books, one word label
- You model and read
- Big, lap books
- Read Aloud

Finding A Way In

Reading Aloud:

- What is the value in reading aloud to children?

- What is your purpose?

Finding A Way In

Read Aloud:

- Facilitates conversations with children about:
 - authors, style, purpose, genre, text features, text conventions, book language, meanings, words

 - About Language

Extended Opportunities

- Listens to complex language patterns, complex book language and structures
- Develops a sense of story
- Develops vocabulary
- Develop knowledge of book language and text form
- Develop awareness of the sounds, rhythms, and patterns of language
- Develop skills in listening comprehension and critical thinking

And even more.....

Engage the children in literate conversations:

- Promote oral language development
- Creates opportunities for retelling
- Creates opportunities for writing

Resources

- Starting Early, Starting Strong: Healthy Child Manitoba
- A Time For Learning, A Time For Joy: Manitoba Curriculum
- The Puzzling Code: Marie Clay
- How Very Young Children Explore Writing: Marie Clay
- What Changes in Writing Can I See: Marie Clay
- Already Ready, Nurturing Writers in Preschool and Kindergarten: Katie Wood Ray and Matt Glover
- Multiple Paths to Literacy K-2: Miriam Trehearne