

Early Steps to Literacy

This will be the last newsletter

It is with a sad thought that I am ending my time with you. This will be the last newsletter that I write to you. My mentoring of you will end April 15th. It has been a pleasure getting to know each of you. I have watched you grow in literacy over the months. You are all doing a wonderful job in getting literacy throughout the classrooms and using literacy with the children. Continue to stretch the children, causing them to use their minds to think about what you are teaching..

Continue to grow in literacy, in both the learning and using of literacy. You will benefit and so will the children. Again, I am very proud of each of you. If you should need me, you can call me at 1.918.822.1099. I will help in any way I can.

Starting on May first I will be working with the Environmental Rating Scales as an evaluator, so I may be seeing you in your classroom for the ERS program.

Beverly Grant, Mentor

Early Steps to Literacy

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Thank you from Loraine Dunn

Thanks so much for letting the data collectors visit so many times and for filling out the forms so many times. We've taken a quick look at the data and can tell that you have been doing great things in your classrooms with the children. Loraine Dunn, Evaluation Coordinator and Andrena Ferguson, Data Coordinator.

Literacy Things to do with Preschoolers by both teachers and Parents

Your preschoolers has a lot of language and literacy skills now, and you want to provide fun ways to keep them growing.

Take turns reading. When you are reading a story, ask open-ended questions that your pre-schooler can answer. "What do you think will happen?" "Why do you think she did that?" Let your children read with you and fill in the blanks "Then Goldilocks said...." Be sure to choose books that have storylines that are easy to guess.

Add to language:

You can help develop their language and thinking skills even more. Listen to what your children say. Ask questions for more information. "How many leaves did you get? Ask them to follow two-part directions. "Please go to you the library area and put the book in the shelf."

Make reading a routine. Have a set reading time. Make sure you read at least 15 minutes two to four times each day.

Give lots of reading and writing materials.

Make sure you have lots of books and all

kinds of paper and writing pencils.

Play sound games with the children.

Play sound games with the children. Like words that rhyme, "Cat, rat, bat hat, sat" Name words that begin with the letter "B" boy, bat, bee, bird.



Check children's Literacy

If you think a child may have a language or reading problem, don't hesitate to check into it. It is always best when problems like ear infections vision issues or learning de-

lays are detected early. However, it is important to remember that children, especially young children, develop at different rates. Some children need more time to develop skills and

will develop the skill with extra time.

Is there a problem?
What can I do?

Parents: Is you Home full of all the literacy senses?

(Seeing, Hearing, Touching, Smelling, and Tasting).

Do children see books, magazines, paper, and writing materials?

Do children hear music, talking, singing, laughter?

Can children reach and use books, magazines, crayons, paper?

Do children smell flowers or fruits or other scents that can be talked about?

Do children see adults enjoying books and reading?

Do children talk about the foods they eat, mane them describe their taste?



Selecting Books to Read Aloud to children

Reading aloud has been found to be one of the most important ways adults can foster children's emergent literacy.

Read books that:

1. Contain rhyme and alliteration... allows you to draw attention to the fact that words are made up of various sounds.
2. Predictable books, which

help children think of themselves as readers.

3. Books with easily remembered phrases or lines for the children to chant.
4. Books that invite physical as well as verbal participation.
5. Books that reflect identities, home language family struc-

tures and cultures of children.

6. Wordless books, how to make up stories
7. Big books
8. Alphabet books that require involvement



Hello Early Steps Students

It has been an amazing two years, working on this remarkable grant with an incredible team of professionals, including yourselves. I am excited to tell you that the final phase of this project is just as challenging and potentially growth-producing as the course we had together.

Under the guidance of Ruth Ann and Sally Beach, I am moving forward with taping segments for a Curriculum DVD that will accompany an Instructor manual I am helping write and edit. This will maximize the possibility of many fine teachers like yourselves having access to the principles and strategies for teaching early literacy to deserving children and their families.

I want to take this time to extend my appreciation for your efforts and commitment of time as we studied together. I wish you continued success in your teaching and professional development experiences.

Hoping to see you in the future!
Meryl Wassner, Instructor
Early Steps to Literacy

My Garden

This is my garden

I'll rake it with care

And then a little vegetable seed

I'll plant there.

The sun will shine

The rain will fall

And my garden will

blossom

And grow straight and tall.



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Gardening: With Vegetables, Fruit and Children

With Vegetables and Fruit: You find a good garden spot. You plant the vegetables and fruit in good soil, fertilize, water and keep the weeds out and by taking care of the plants you will get an abundance of produce.

With children: You find a good pre-school, where the teachers

nurture them, provide them opportunities to learn and grow and you will have an abundance of children that are ready for school.

Teachers: Remember to be that kind of gardener for children.

