

# Language and Literacy Development Make-up Training

**Introduction to AmeriCorps**



# Language and Literacy Development Make-up Training

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hours:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This make-up training will help you complete required Corps member training. Although it cannot replicate live training, it will thoroughly cover the same content. Note that you will also meet with your site manager to review your work in this handout. Good luck and have fun!

**Overview**

The purpose of this training is build your understanding of the importance of early language and literacy development and to introduce you to the stages of development related to emergent reading and writing skills. You will also develop a deeper understanding of how Jumpstart session plans support the development of children’s emergent language and literacy skills.

**Resources Needed**

You will need the following to complete this make-up training (see your site manager if you don’t have any of the items below):

* Sticky notes
* Handouts
* Session Plan 2
* Supporting Children’s Emergent Writing
* Children’s Writing Samples
* Corps member toolkit
* A copy of Session Plan 1
* 1 hour and 30 minutes to work on this make-up training

**Corps Member Expectations**

Make sure you know the following before beginning work on the make-up training:

* Due date to hand in completed work: ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ­­­­­­­­­­­­
* Time and date to review work with site manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Approx. time** | **Language and Literacy Development Make Up Training** |
| --- | --- |
| 1 min.   | **Outcomes for Training**  To get the most out of this make-up training, it’s important for you to understand the intended outcomes for it. By the end of this make-up training, you will:   * understand the importance of developing children’s early language and literacy skills. * understand the stages of emergent reading and emergent writing skills. * learn strategies to support the development of children’s language and literacy skills in effective ways throughout session. |
| 9 min.   | **Opening Activity: Decoding Stories**  “Read” the story provided below and record your ideas about what it is about. This is meant to be silly.   |  | | --- | | Reed Leaf | | LionQuail ChickViperVulture | | Bread LoafQuail Chick | | MouthVultureHand | | Bread LoafQuail Chick | | Wicker StoolMouthVultureFolded ClothchQuail ChickLionVultureMouthFolded Cloth |   What do you think this story is about?  The hieroglyphics read, “I love to read to preschoolers!”   1. How did it feel to engage in this task? 2. How does this experience relate to the way that children learn how to read?   Before begin sessions and practicing reading and writing with children, it is important for you to be familiar with some basic information about how children develop early language and literacy skills and how children’s reading and writing skills develop (e.g., from what appear to be random marks on a page to what looks like actual writing). |
| 30 min.   | **Central Ideas and Practice**  **Language and Literacy**  The development of children’s language and communication skills, reading skills, and writing skills happens as a process over time. These skills do not develop separately but are intertwined: listening, speaking, reading, and writing develop at the same time and development in one area depends upon development in the other areas. In short, one cannot happen successfully without the others. Jumpstart’s language and literacy focused curriculum coupled with the strong relationships children build with Corps members foster children’s emergent language and literacy development in a safe environment with meaningful adult support for skill building over time. Engaging in developmentally appropriate activities and receiving adult support in language and literacy opportunities in session encourage children to build valuable language, literacy and social-emotional skills that will help prepare them for kindergarten and beyond.  Based on what you have learned in pre-service training and your prior knowledge of children’s literacy, respond to the following question:   * Why is it so important to focus on literacy with preschoolers?   Refer to the points in Section II, Chapter 7 – **Why Focus on Literacy** - of the Corps member toolkit to confirm and expand upon your ideas.  Review the chart, **What We Know About Early Literacy** in Section II, Chapter 7 of the Corps member toolkit.  Next review the chart **Learning to Read and Write.** Using **Session Plan 2** complete the following:   1. Review the purpose statements of each of the session elements and activities and find the activities that support each “essential activity” listed in the chart, Learning to Read and Write in the Corps Member Toolkit. Record your ideas below:  * Welcome * Reading * Circle Time * Introduction of Center Time Activities * Let’s Find Out About It * Center Time * Sharing & Goodbye  1. Review the strategies noted in the chart, Strategies to Support Language and Literacy Development chart in Section II, Chapter 7 of the Corps member toolkit and record ideas about how Jumpstart sessions incorporate these strategies.   Note: Some terms used to describe children’s early literacy skills and strategies adults use to support those skills have changed recently. “Linguistic awareness” is related to the Jumpstart domain of phonological awareness and the skill of rhyme awareness. The “alphabetic principle” is highlighted in Jumpstart as alphabet knowledge, and “exposure to and concepts of print” falls under Jumpstart’s domain of books and print knowledge. |
| 10 min.   | **Stages of Emergent Reading**  Remember that in the Jumpstart Session training during the discussion about learning how to make a pizza, we concluded that:   1. Learning is sequential: You need a foundation in basic skills and concepts in order to successfully gain new knowledge. 2. It takes a lot of practice to build both skills and confidence. 3. Just like adults, children need many opportunities to practice, practice, practice in order to learn to read and write. 4. You have now seen the many opportunities that session plans offer for supporting children’s developing language and literacy skills. Every activity in session leads to another.   Part of your role in providing adult support to children during sessions is to understand and attend to children’s varying levels of development in reading and writing. Review the stages of emergent reading listed in the chart in Section II, Chapter 7, titled **Language and Literacy, Stages of Emergent Reading** in the Corps member toolkit. You will likely see children going through these stages in session. Children may demonstrate this in Reading in the way that they respond to Corps members’ questions and comments or during their attempts to reconstruct core storybooks. Children may also demonstrate these stages when exploring the Book area.   * **Stages of Emergent Reading**  1. Attending to pictures, not forming stories 2. Attending to pictures, forming oral stories 3. Attending to pictures, forming written stories 4. Attending to print   The Reading element in the Jumpstart session is a time for Corps members to support children’s vocabulary and comprehension, but the stages of emergent reading described above also clearly relate to books and print knowledge. You may see teachers facilitating reading activities that use different strategies that the strategies you use in Reading—these activities have likely been selected to develop children’s emergent reading skills in different ways, with a focus on books and print knowledge. Both sets of strategies and skills are crucial for children’s emergent reading development. |
| 15 min.   | **Supporting Children’s Emergent Writing**  Review the chart, **Stages of Emergent Writing** in Section II, Chapter 7 in the Corps member toolkit.   * **Stages of Emergent Writing**   + Drawing as writing – Pictures represent writing   + Scribble-writing – Continuous lines represent writing   + Letter-like units – A series of separate marks that have some letter-like characteristics   + Non-phonetic letter strings – Strings of letters that show no evidence of letter-sound relationships.   + Copying from environmental print – The child copies print found in the environment   + Invented spelling – The child creates his own spelling using letter-sound relationships   + Conventional – The child uses correct spelling for most of the words   These stages of emergent writing outline where children begin and how they progress as they learn to write. It is important to talk with children about their pictures and what they are writing (e.g. “tell me about this”, “read your story to me”, “tell me what you are writing”) and to scaffold conversations with children so that you understand more of the child’s intended meaning. This will allow you to have richer conversations, which will ultimately support children’s development in writing.  It takes a long time for children to learn to write and that learning about writing will continue into elementary and secondary school. Young children first experiment with their own “unique” writing through scribbling and writing mock letters. These “trials” at writing are a very important part of a child’s process for learning how to write. Even after children are able to produce letters for writing, they will often use scribble or mock writing. For example, a child might write his or her name in Writing and then move to Dramatic Play and use scribbling for a grocery list (Schickendanz, 2001).  Each child will develop at a different pace and they need to be allowed the time to write freely and expressively.   * **Stages of Emergent Writing (cont’d.)**   + Scribbling often represents children’s first attempts at communicating through writing.   + They frequently begin with consonants that are familiar to them, such as “M” for “Mom” or a consonant that is in their first name. Vowels are usually added much later than consonants.   + As children learn the patterns of spelling, they will begin to use invented spelling.   + Corps members should not expect immediate correctness in spelling from children!   + Children’s early writing is exploratory and they take pleasure in learning that they can communicate through print. Rather than correcting children when they make a spelling error, look for opportunities to talk about writing.   + Correcting children’s early spelling can harbor feelings of inadequacy and failure. A child will come to depend on the adult to supply all spellings instead of becoming an active listener for the sounds of letters that make up words.   \*Adapted from *Learning to Read and Write, Developmentally Appropriate Practices for Young Children*, Susan B. Neuman, Carol Copple, and Sue Bredekamp, NAEYC, 2002.)  Review the handout, **Supporting Children’s Emergent Writing**. Writing requires several kinds of knowledge. Children have the opportunity to build this knowledge in sessions with adult support. Keep a copy of this handout and refer to it throughout the year to remind yourself of appropriate types of adult support.  Specific strategies are noted in session plans to support children’s writing and you should *not* use the listed “strategies to avoid”.   * Strategies to Avoid   + Tracing letters   + Connect-the-dots   + Holding a child’s hand to guide his or her attempts at writing   Reflect upon the following anecdote that reinforces these concepts.   * “The wise teacher is reluctant to provide formal instruction in handwriting to groups of preschool and kindergarten children. Instead she provides paper and writing tools for children to explore writing. Teachers are concerned – and with good reason – that if they regularly provide formal and direct instruction to preschool and kindergarten classes, children’s interest in writing may be undermined. Nevertheless, the thoughtful teacher takes advantage of opportunities to demonstrate writing and help individual children as the need arises.”   - Judith A. Shickedanz, 2001  All Corps members bring different experiences with learning to read and write to session. Using the strategies listed in the handout may take time to facilitate with confidence. Each of the adult strategies used in Jumpstart sessions create an active learning environment where children are intrinsically motivated to learn.  There is no automatic formula that charts exactly when a child learns the letters of the alphabet or precisely how he or she acquires the skills to read or write; therefore, children need to be supported in each stage of reading AND writing development. |
| 5 min.   | **Supporting Children’s Phonological Awareness**  Children demonstrate their emerging language and literacy skills in parallel with one another. As the year continues, you will recognize these parallels and become more comfortable with adapting their support to adjust children’s varying levels of development. To further support children in moving from print to sound and from sound to print it is important to consider how a child’s phonological awareness impacts his or her developing literacy abilities. Consider the following points:   * Phonological awareness is an understanding of how the individual sounds of speech are combined, manipulated, and segmented. * Jumpstart focuses on the phonological awareness skills of phonemic awareness and rhyme awareness:   + Phonemic awareness – The ability to hear, isolate, and manipulate the individual sounds that make up words.   + Rhyme awareness - The ability to hear, recognize, and generate words that rhyme or have the same ending sounds (e.g., cat and h-at; you, to and Sue; ring and sing).   Research shows that children’s phonological awareness strongly predicts children’s later school success. Since phonological awareness does not occur spontaneously it is important for you to take advantage of the many opportunities that Jumpstart session plans offer to develop phonological awareness by pointing out and helping children to think about this aspect of language. Team leaders will do this in Circle Time after reading poems or discussing word parts and sounds but Corps members can further develop these skills in exchanges that occur naturally in session.   * For example, when children are playing with alphabet and shape puzzles in Session Plan 1 a Corps member might say “You found the triangle! Triangle starts with a /t/ sound.” or in Writing when a Corps member helps a child label his or her picture she might say, “Ok. So you said to label it with the word ‘family’. /F/ Family. I hear a lot of sounds in that word and I know that /f/ is the sound that an f makes. /F/ Family. So the first letter that I’m going to write is an uppercase F.” and so on.   Turn to the page in your Corps member toolkit that shows the chart titled **Supporting Children’s Phonemic Awareness** in Section II, Chapter 7. Read the first two sentences of the first paragraph and the second paragraph. Refer to the notes you made earlier about how these skills are supported in Session Plan 2 and compare. |
| 15 min.   | **Application**  This application activity will allow you to look at different samples of children’s writing in session and identify which stages of development the child’s writing fits into.  **Directions**   1. Look at each writing sample and decide which stage of emergent writing is shown. Label the writing sample with the corresponding stage of emergent writing. 2. Organize the samples in order of the stages of emergent writing. 3. To support this activity, refer to the chart in Section II, Chapter 7 of the Corps member toolkit titled Stages of Emergent Writing.   You will review your answers with your site manager when you hand in your completed make up training. |
| 5 min.   | **Reflection & Closing**  Reflect on what stands out from this training that they want to remember. Complete a “Post to Prompt Progress”. Using a sticky note, have write a note to yourself and stick it to the inside cover of their toolkit. Keep it there and when it becomes natural for you to think consistently about it during sessions you should remove it from the inside of your toolkit. This acts as a long-standing to-do or reminder. Also answer the following questions:   1. Which adult support strategies am I excited to try? 2. I need the most support from my team leader and site manager in remembering to practice these types of adult support: |
|  | **Preparing for the Review Meeting with your Site Manager**  Now that you’ve completed this make-up training, you will meet with your site manager to review your responses and answer your questions.  Take a moment now to confirm the date, time, and place of your meeting with your site manager. Remember to bring this completed handout. |
| **Next Steps**  Bring questions or concerns about these or other sections that come up after your review meeting with your site manager to your team leader prior to the start of sessions. |

***Congratulations! You have now completed this make-up training.***

