



An Early Literacy and School Readiness Newsletter for Professionals

Early Literacy: 10 Views to Contemplate

May / June
2010

Volume 9, Issue 3



Inside this issue:

Books, Books, and More Books! 2

Early Literacy: 10 Views continued 3

Early Literacy: 10 Views continued 4

A Fond Farewell 4

Simple Songs to Teach 4

Annual Year-end Evaluation 5

Evaluation continued 6

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What we know about early literacy is expanding; new research, new reports, new standards, new public policies, all leading to more information on what works in supporting children's early literacy development. Contemplating new information helps refresh our teaching as well as provides current knowledge and focused direction for our work. In building effective early literacy programming, consider the 10 early literacy views presented below.

1. Young children need emotionally supportive adults and environments in order to have success in early literacy.

Quality early literacy programming starts with

nurturing adults who understand behavior and child development. This includes implementing learning environments that focus on safety, a sense of well being, and promoting a sense of interest and wonder. Emotionally supportive care and learning must be parallel with quality early literacy programming.

2. Start Early.

Many adults think literacy experiences should wait until school age or preschool settings, but literacy development (as well as overall development) begins at birth and continues throughout the child's life. Children with rich, early experiences in language and literacy are building strong foundations to

learning. Times spent babbling with a baby, holding a child and reading or singing, or showing children a shopping list, are all pathways to learning. While these may not seem like monumental educational strategies, over time they are helping to build strong experiences for learning.

3. Use effective curriculum that fits your program's needs.

Whether the early literacy curriculum is one that is purchased or independently created, the curriculum needs to be well researched, effective, and show measurable outcomes. A good literacy program is based on the needs of the children, the families, the teachers, and the program. Careful, comprehensive assessments (with special attention to culture, family, and English language

(Continued on page 3)



Books, Books, and More Books!

IMAGINATION

Featured Title:

Henry's Amazing Imagination
Nancy Carlson

Young mouse Henry is the star of show and tell with his fantastic stories. As he tells about the neighbor's pet dinosaur and the alien that landed in his yard, readers see the subjects of his tales, come to life in large bubbles emanating from his head. When one of the students accuses Henry of fibbing, the teacher suggests that he use his imagination to write stories. With assurance it's okay not to know how to spell all the words, Henry's stories really take off!

Bethany for Real
Anna Grossnickle Hines

Not a Box
Antoinette Portis

Imagination Vacation
Sherry Gerstein

Imagination: A Journey of the Mind
Dawn Anfusio

My Imagination Kit
Jeffrey Fulmer

Imagination Station
Dorynda J. Venable

I Thought I Saw
Pam Adams

Not in the House, Newton!
Judith Heide Gilliland

Where the Wild Things Are
Maurice Sendak

Lane's Imagination
Kim Dyer

Let's Use Our Imaginations!
Irene Kilpatrick

FLOWERS

Featured Title:

Zinnia's Flower Garden
Monica Wellington

Red-haired Zinnia, with the help of her cat and dog pals, demonstrates the skills that bring forth a brilliant wealth of blossoms. It's a merry trek through every season of gardening.

Flower Garden
Eve Bunting

In My Flower
Sara Gillingham

Flower in the Garden
Lucy Cousins

Jack's Garden
Henry Cole

How Flowers Grow
Emma Helbrough

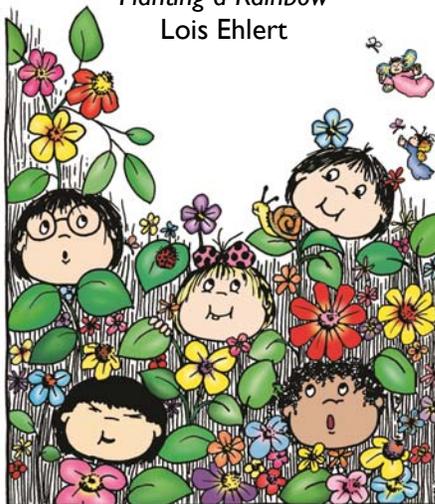
Mrs. Spitzer's Garden
Edith Pattou

The Curious Garden
Peter Brown

The Tiny Seed
Eric Carle

A Day in the Garden
Bettina Stietencron

Planting a Rainbow
Lois Ehlert



BEDTIME

Featured Title:

10 Minutes Till Bedtime
Peggy Rathmann

"Ten minutes till bedtime!" Father announces. Out a window, his son and their pet hamster can see a hamster family (with kids numbered 1 to 10) approaching the house. "All aboard!" shouts the boy's prized pet, as his puzzled owner opens the door and the hamster tourists are loaded onto a special trolley. What the humans don't know is that their pet has advertised on the Web (www.hamstertours.com) for a "10-Minute Bedtime Tour," and the hordes have just started to descend.

Bedtime Peekaboo
Dawn Sirett

The Going to Bed Book
Sandra Boynton

Maisy's Bedtime
Lucy Cousins

Bedtime!
Annie Kubler

Bedtime for Little Bears
David Bedford

Little Quack's Bedtime
Lauren Thompson

Just Go to Bed
Mercer Mayer

Llama Llama Red Pajama
Anna Dewdney

Backyard Bedtime
Susan Hill

Good Night
Melanie Mitchell

Early Literacy: 10 Views to Contemplate *continued*

learners), will provide insight into children's needs, strengths, weaknesses, and interests, which helps focus the choice and use of curriculum. Also, by carefully planning and receiving input from teachers and families, a curriculum can be chosen to support everyone.

4. Weave early literacy into all areas of development.

One of the central aspects of implementing good early literacy practice is to connect literacy within all domains of learning and development - physical, social-emotional, cognitive, language and literacy. Practitioners can build ways to extend early literacy in all components of the learning program, not just by planning a lone literacy activity. For example, practitioners can provide writing/drawing materials in various play areas (not just the writing/drawing area), such as dramatic play area, block area, and outside area; or rhyming and chanting can be done while transitioning or at snack time; or materials can be labeled such as the word BALL can be written directly on the ball that children use for play.

Early literacy components can trickle into various activities and plans that help form multiple connections and understanding.



5. Standards are needed.

Although new to many states and to national efforts, early literacy standards are important. When there are clear, researched and evidenced based standards to follow, there is clarity and intention behind early literacy programming. Standards provide knowledge in what to expect for children, what to include in curricula, and support the educator in assessing outcomes.

6. Parents & families are important.

Educators know that learning is relationship based and that working together with families and parents is the best way to support the child. In building quality early literacy ideas with parents, parents need to know how important their involvement is and what steps they can take to support language and literacy development for their child. Language and literacy is not something that just happens; it takes intentional thought, planning, and education. Practitioners can promote specific ideas with parents, such as how important it is to talk with children and draw out children's ideas (Did you see that bird? Where do you think it might be going?), to add interesting words in our conversations, and to read books together.

7. Connect preschools and school districts.

Research is suggesting that early literacy efforts show better outcomes when there are collaborations and shared planning between preschool programs and

the early grades (in the associated school district). This allows preschool, kindergarten, and early grade



teachers to align their early literacy curricula and teaching practices to support one another and also avoid wide variations that often exist. By collaborating, preschool, kindergarten, and primary grade teachers can share data and plan together for cohesive, productive outcomes.

8. Everyday activities count.

Activities such as talking, listening, and going on a walk are important in building early literacy. So are activities such as reading the cereal box, putting alphabet magnets on the refrigerator, and adding fun, new words in our conversations. It is important to offer a broad set of daily experiences where the adult and child interact, especially parents and their children. Everyday activities such as these promote early literacy.

9. Become knowledgeable in topics that are important in early literacy.

Some common topics and important predictors in early literacy are: oral language, phonemic awareness, print awareness, alphabet knowledge,

(Continued on page 4)

Early Literacy: 10 Views to Contemplate *continued*

(Continued from page 3)

knowledge of sounds (sounds of speech), and language links to the alphabet. Also, concepts such as segmenting words into sounds, decoding, informal assessment, fluency, and differentiated instruction are important. Become



aware of and knowledgeable in early literacy vocabulary and essential topics.

10. Professional development is continual.

In order to stay on top of current research and strategies that work (especially for the individual needs of the children our programs serve), practitioners need to seek out professional development in early literacy. Teaching practices need to be appropriate and effective in guiding early literacy; practices that look at changing

development, culture, and individual needs. Practitioners need foundational knowledge in early literacy, early language, the processes of reading and writing, and the understanding of English language learners (or second language learners).

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A Fond Farewell

It's with mixed emotions that I announce that this is my last month with the Ready to Succeed Program.

It has truly been my honor and privilege to serve the families and child care professionals, not only in Placer County, but world wide!

Having been with the program from the beginning, I'm proud of the awesome accomplishments that were achieved and the many wonderful relationships that were cultivated. I thank you all most humbly for allowing me to do a job that was my passion for all these years!

I hope our paths will cross again through my new position as Placer County's Library Literacy Specialist. If you know of an adult who can use help in improving their reading skills, please contact me at the Placer Adult Literacy Service!

Warmly, *Paula*

530 886-4530
pals@placerlibrary.org



Simple Songs to Teach

To the Beach

By: Victoria Crawford
Sung to: London Bridge

We are going to the beach,
To the beach, to the beach.
We are going to the beach,
In our bathing suits.

We will find some rocks & shells,
Rocks and shells, rocks & shells.
We will find some rocks & shells,
To gather by the water.

We will build a sand castle,
Sand castle, sand castle,
We will build a sand castle,
With bridges and a tower.
We will have a picnic too,
Picnic too, picnic too.
We will have a picnic too,
With sandwiches and oranges.

Home we head with rosy cheeks,
Sunburned cheeks, rosy cheeks.
Home we head with rosy cheeks,
And treasures from our visit.



Let's Take a Vacation!

By: Paula R. Westernen
Sung to: *Take Me Out to the Ballgame*

Let's all take a vacation.
Let's go somewhere fun.
We could travel by car, by boat,
or by train.
We could even fly up in a plane.
So let's all take a vacation,
Anywhere that is fun.
Pack your bags and get ready to go
In the summer sun!

We're Going on a Picnic

By: Donna Getzinger
Sung to: *She'll Be Comin' Round the Mountain*

Oh, we're going on a picnic,
Want to come?
Oh, we're going on a picnic,
Want to come?
Oh, we're going on a picnic,
And it's going to be terrific.
Oh, we're going on a picnic,
Want to come?

Year-End Evaluation

To prepare our year-end, required reports for First 5 Placer County, it's time for our bi-annual evaluation. Our goal is to make our newsletter educational and informative. Your opinions are important to us, so we appreciate your time. Please mail or fax your completed survey to the UCCE office or submit your answers online by visiting the **Ready to Succeed** web pages (<http://ceplacer.ucdavis.edu>) by **June 1, 2010**. If you are a **MAIL** subscriber submitting online, include your 3 digit code from your mailing address label. If you are an **ONLINE** subscriber, include your mailing address with zip code. We appreciate your ongoing support of our program!

Did you complete and submit the previous newsletter evaluation?

- Yes No

1. To what extent do you read the newsletter? (Check One)

- Usually read all of it Usually read most of it
 Read about half Scan or read some
 Usually don't read it

2. To what extent do you do the suggested activities with the children in your program? (Check One)

- Try to do all of them Usually do most of them
 Do about one half of activities Have done some, occasionally
 Don't usually do the activities Not applicable

3. Do you share the newsletter with other adults? (If yes, please write the **number** on the line provided.)

- Yes No
_____ Spouse _____ Neighbor _____ Friend
_____ Other teachers _____ Program parents _____ Other (specify): _____

4. Do you keep the newsletters to refer to at a later time? Yes No

5. How are you using these newsletters? (Check all that apply)

- As reference To instruct parents/others To guide practice
 As conversation starters To evaluate child As activity resources
 Other (specify): _____

6. Please rate the newsletter on the following:

	Excellent		Neutral		Poor
Relevance of articles	5	4	3	2	1
Usefulness of information	5	4	3	2	1
Usefulness of activities	5	4	3	2	1

7. On a scale of 1-5, has the information in the newsletter increased your knowledge of early literacy development?

Yes	Neutral			No
5	4	3	2	1

8. Also on a scale of 1-5, do you feel you are better able to support children in their early literacy development with the information contained in the newsletter?

Yes	Neutral			No
5	4	3	2	1

Continued on Page 6



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Funding for this newsletter provided in part by:



Year-End Evaluation *continued*

10. Briefly describe any way the information in the newsletter has caused you to enhance or modify your teaching or early literacy practices?

11. What changes or additions would you suggest for the newsletter:

12. Additional Comments:

*Thank you for once again taking the time to complete our survey! Your responses help us evaluate the information we provide and prepare the reports required for First 5 Placer County. Please return this in the addressed envelope provided, fax it in, or go online to submit your responses. **Deadline: June 1, 2010***

Roger S. Ingram
 County Director

Paula R. Westeren
 Program Representative II

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