

Weaving the Literacy Blanket: Caring Adults Pass on the Legacy of Literacy Early Literacy Continuum 4 years

The Three Threads

Nurturing and Sustaining the Literacy Relationship means that caring adults create unique joyful language and learning experiences through book sharing. These special times establish the reading experience as positive and contribute significantly to vocabulary, and cognitive/ emotional development.

Nurturing and Sustaining Understandings about How Print Works means actively learning /experiencing how words work, the purposes for print, and print conventions such as left to right sweep, letters vs. words etc. This results in a child becoming a strong reader who constructs meaning, uses successful strategies while reading, and thinks critically.

Nurturing and Sustaining the Love of Reading means caring adults connect the child with “just right books”, by presenting a variety of engaging topics and genres that they know will appeal to the child. This results in meaningful, high volume reading. When the child reads a lot of books that are engaging, he/she becomes a self-motivated lifetime reader.

Together we Can...

Adults demonstrate the importance of caring literacy mentors in a child’s life through consistent caring interactions and love. They provide books for the child.

Adults provide “three stories a day” and are playful about it. They watch for child’s behaviors that provide evidence of being a “strong reader”, then celebrate!

Adults use texts to **stretch understanding of new words**
Adults act as a model. Child watches adults reading and enjoying reading and writing. They talk about books.

Adults are eager to share “the way books work”.

Adults show the title, left show how we sweep across the page, point out big important words.

Adults have fun with interesting words and pointing out rhyming words. **Adults** promote letter knowledge

Adults find books that have easy and predictable patterns that are joyfully repeated.

Adults show that a **letter** is not the same as a **word**.

Adults now provide lots of choices for self-selected reading time. They intentionally motivate the child to learn and appreciate literate forms.

Adults help **build Background** knowledge by providing a theme where new words are explored in different ways.

Adults introduce concept that some books are stories (fiction) and some books are about real things (information or non-fiction). They know if a child likes a certain genre and help locate engaging books.

Someone takes the time to connect the child with “just right text”.

It Might Look Like This...

Adults and child have a routine established where books are celebrated...We all Read Together time right after lunch, we read before bed...we retell stories in the car and at the park. While reading, the adult notices that the child has made an inference.

Adults collect fun, playful ways to retell, explore the story. They know fun finger plays, simple songs and rhymes that they repeat.**Adults** use culturally relevant stories. They share Elder’s stories and visit the library and bookstore together.

Adults talk about the cover and the title and how useful they are...(helps find a favourite book)

Adults take pictures of kids using the left to right sweep and post it with “I am a Reader” caption. Child role plays being a reader.

Adults use all sorts of ways to “zero in” on **specific words** or phrases. For example: use a tiny voice for a tiny animal, louder for bigger one, or lots of facial expression, drama and movement.

Adults might have a phrase like “**round up the rhymes**” or “**we found the pattern!**” They might “sign” a letter or tell a letter story

Adults have gathered many books about salmon. The texts are used to zero in on a new word/concept like “Life cycle”.

Adults are listening for new interests that a child has and searches for titles that speak to these interests.

Adults in school and in the home environment join together to focus on a theme. This helps build vocabulary and related concepts. Parents are supported by home visits, book bags, or informal education opportunities about early literacy learning.

Adults label a few genres (fiction, non-fiction poem, list). Special conversations lead to the adult searching for and finding books that are JUST RIGHT books. This is what motivates and engages.

Child Might Say...

I like reading after lunch. Tonight daddy can read to me. My day care has a cozy book corner.

Tell the story again. I will be the and you can be the...It is fun to pretend I am Goldilock.

I can sing “Rain Rain Go Away” .

I can help finish lots of rhymes. It is fun to rhyme.

I will get my favourite book-it has a table of contents. Did you know it is called non-fiction? Look! The pictures are real.

I will read a story to my stuffies. Watch me show you how to read the words and turn the pages.

Listen to me sing this song. It has rhymes.

Look at that rope. It looks like a S.

This is the Cheerios word. It is always yellow.

I know a lot about salmon because we learn about salmon every day. We canned salmon.

I learned that wolves eat salmon. I got a new wolf stuffie. I like books about wolves now..

I know about eagles . I have a book that points to the eagle’s beak and his talons.

Some books tell a story and some have real pictures. I like both kinds.

How cool is this Monster Truck Book!

Name _____ Literacy Coaches _____

Dates _____ **I have learning stories to share** written by D.Klockars