Nurturing Knowledge
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Case Study #1: One Teacher’s Experience
Why Begin Early?: The Opportunity Hypothesis

- Learning to read and write: Developmentally appropriate practice
  - Begins at birth
  - Reading and writing occur interchangeably
  - Children need to understand the purposes of using literacy
  - Literacy practice must build on good early childhood practice
Poverty...
• Interactions...

Hart and Risley...

- Words addressed to the child
- Age of child in months
- 13 professional parents
- 23 working-class parents
- 6 welfare parents
The Need Hypothesis: Risk factors

- Stark, and triangulated differentials in access to print for children who come from middle- and lower-income neighborhoods
- Resources, Language, Social Networking
Beginning Kindergarten Students’ School Readiness Skills by Socioeconomic Status (SES)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Lowest SES</th>
<th>Highest SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to recognize letters of alphabet</td>
<td>39%</td>
<td>85%</td>
</tr>
<tr>
<td>Ability to identify beginning sounds of words</td>
<td>10%</td>
<td>51%</td>
</tr>
<tr>
<td>Identifies primary colors</td>
<td>69%</td>
<td>90%</td>
</tr>
<tr>
<td>Counts to 20</td>
<td>48%</td>
<td>68%</td>
</tr>
<tr>
<td>Writes own name</td>
<td>54%</td>
<td>76%</td>
</tr>
<tr>
<td>Amount of time having been read to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior to kindergarten</td>
<td>25 hours</td>
<td>1,000 hours</td>
</tr>
<tr>
<td>Accumulated experience with words</td>
<td>13 million</td>
<td>45 million</td>
</tr>
</tbody>
</table>
What do we need to do?

- Better understand the mechanisms that underlie risk factors
- Create better connections to effective interventions
What is literacy?

- Content knowledge
- Procedural Knowledge
- Dispositions
wonder
discovery
inquiry
building
curiosity
more curiosity
problem solving
creativity
sharing
Current Pre-K programs

Vocabulary

Score

Curriculum

- Pebble Soup
- Leapfrog
- Scholastic Early Childhood Program
- Opening the World of Learning (OWL)
- DLM Early Childhood Express
- High Scope
- McGraw-Hill Breakthrough to Literacy
- Houghton Mifflin
- Building Language for Literacy
- Trophies
- Open Court
- Activate Early Learning
Current Programs

Phonological Awareness Score

Score

Houghton Mifflin
Peabody Soup
Activate Early Learning
Building Language for Literacy
DLM Early Childhood Express
High Scope
Leapfrog
Opening the World of Learning (OWL)
Scholastic Early Childhood Program
Trophies

Curriculum
5 essential practices
Links to content areas
Parents
The Five Essentials

- Supportive learning environment
- Songs, rhymes, and word play
- Storybook Reading
- Developmental writing
- Literacy and play
Supportive Learning Environment

- Child-related displays
- Functional print
- Books plus cozy corner book areas
- Orderly environment
- Teacher talk and interaction
- Lots of love and positive reinforcement
Environmental Features

- Space
  - Effects of carved space
- Toys
  - Cognitive toys that engage children minds
- Clusters of objects
- Authentic objects
- Culturally specific objects
What’s Wrong with this Picture?
Child Related Displays
Setting up of a literacy play area

• Principles
  – Definition
  – Adaptation
  – familiarity

• Types of props
  – Appropriate
  – Authentic
  – Useful
Songs, rhymes and word play

- Rhyming helps children develop phonological awareness
- Alliteration helps children develop a sense of beginning sounds
- Segmenting and blending helps children to hear the individual sounds in words
Interactive storybook reading

- Considerations
  - Genre
  - Purposes for reading
  - Group size
  - Questioning: What is it designed for—get cha’ or are you paying attention? Or thinking?
  - Open-ended responses: What are these for?
  - How to extend learning: gingerbread man--
Interactive Reading

- Format
- Illustrations
- Language
- Text/features
- Content
Developmental Writing

- Allows children to connect sounds and letter names
- Focuses on phonological awareness – the alphabetic principle
- Combines different types of symbol-making numbers, letters, pictures
  - Writing center
VAUSNLR
"Houses"

Connie
"I stand in the sun."
Literacy related Play

- A critical feature in early development
- Why is play important in early literacy?
  - Language/vocabulary
  - Developing narrative skills
  - Zone of proximal development
  - Development of abstract thinking
<table>
<thead>
<tr>
<th>Unit</th>
<th>Major Concepts</th>
<th>Materials Need</th>
<th>PreKindergarten Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magnetism</td>
<td>Magnetic force attracts things made of iron and steel</td>
<td>Objects to test and sort Books Magnets</td>
<td>The child:</td>
</tr>
<tr>
<td></td>
<td>Magnets have many uses and help us do many things</td>
<td></td>
<td>• uses one more sense to observe phenomena</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• analyzes patterns and relationships</td>
</tr>
<tr>
<td>Colors</td>
<td>There are many different colors and they have different names. Primary colors</td>
<td>Books Paint Colored paper Color swatches Food colors</td>
<td>The child:</td>
</tr>
<tr>
<td></td>
<td>are red, yellow and blue</td>
<td></td>
<td>• uses different colors to create meaning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• uses new vocabulary in everyday communication</td>
</tr>
<tr>
<td>Sound</td>
<td>We can identify things by their sounds</td>
<td>Musical instruments Records Kitchen food Containers Chutes and marbles Popcorn cooking</td>
<td>The child:</td>
</tr>
<tr>
<td></td>
<td>Sound is created by vibrations of objects</td>
<td></td>
<td>• Identifies similarities and differences</td>
</tr>
<tr>
<td></td>
<td>Sounds can be high/low, loud/soft</td>
<td></td>
<td>• Begins to distinguish among sounds of several instruments.</td>
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</tbody>
</table>
Supportive learning environment
knowledge seekers