

# Early Literacy Beyond Circle Time:

Integrating Language & Literacy into Play

Laurie Anne Armstrong  
& Melissa Depper  
Arapahoe Library District

February 2014 for Early Childhood Investigations

# Introduction & Thanks



- Laurie Anne Armstrong, MA
- Early Literacy Specialist
- Reading Readiness Outreach Program
- Early Childhood Trainer

# Introduction & Thanks



- Melissa Depper, MSLS
- Children's Librarian
- Storytime Staff Trainer
- Early Literacy Programs & Services
- Chair, 2015 Bell Awards

# Session Overview

- Every Child Ready to Read & Early Literacy Practices
- The 2014 Bell Awards & Activity Sheets
- Extending Picture Books to Build Early Literacy Skills
- Questions & Comments
- #beyondcircletime on Twitter



# Every Child Ready to Read & Early Literacy Practices

Did you attend the  
Fire Up Early Literacy  
webinar in December?

POLL!

# Every Child Ready to Read

- Parent education initiative of the American Library Association
- Launched in 2000
- Curriculum materials used for training staff, parents, and caregivers since 2004
- Research incorporated into storytimes



# Six Early Literacy Skills

1st Edition of Every Child Ready to Read identified six skills every child needs in order to become a successful reader:

- Print Motivation
- Print Awareness
- Letter Knowledge
- Phonological Awareness
- Vocabulary
- Narrative Skills
- more at [www.clel.org](http://www.clel.org)



# Five Early Literacy Practices

2nd Edition of Every Child Ready to Read describes five practices by which children build early literacy skills:

- Reading
- Writing
- Singing
- Talking
- Playing



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<http://www.flickr.com/photos/squidish/410698265/>

# Reading

A word cloud featuring various terms related to reading. The words are arranged in a non-linear fashion, with some oriented vertically and others horizontally. The colors used include blue, yellow, orange, green, and magenta. The largest word is 'Read' in magenta at the bottom. Other prominent words include 'reading' in yellow, 'books' in green, 'maps' in orange, 'signs' in blue, 'menus' in blue, 'postcards' in magenta, and 'email' in yellow.

maps  
books  
boxes  
labels  
signs  
menus  
reading  
postcards  
email  
Read

# Singing

poems  
rhymes  
songs  
fingerplays  
movie soundtracks  
chants  
Sing  
Mother Goose  
lullabies

# Playing



# Talking

**Talk** actions **talking** ideas **books** **how** **stories** **what** **reasons** **why** **definitions**

# Writing

A word cloud featuring various terms related to writing and play. The words are arranged in a roughly triangular shape, with 'write' being the largest and most central. Other words include 'writing', 'play-dough', 'tongs', 'crayons', 'draw', 'paint', 'scribble', 'fingerplays', 'scissors', and 'letters'. The colors of the words are diverse, including green, purple, orange, blue, and pink.

play-dough  
tongs  
writing  
draw  
crayons  
paint  
scribble  
fingerplays  
scissors  
write  
letters

# The Bell Picture Book Awards & Activity Sheets

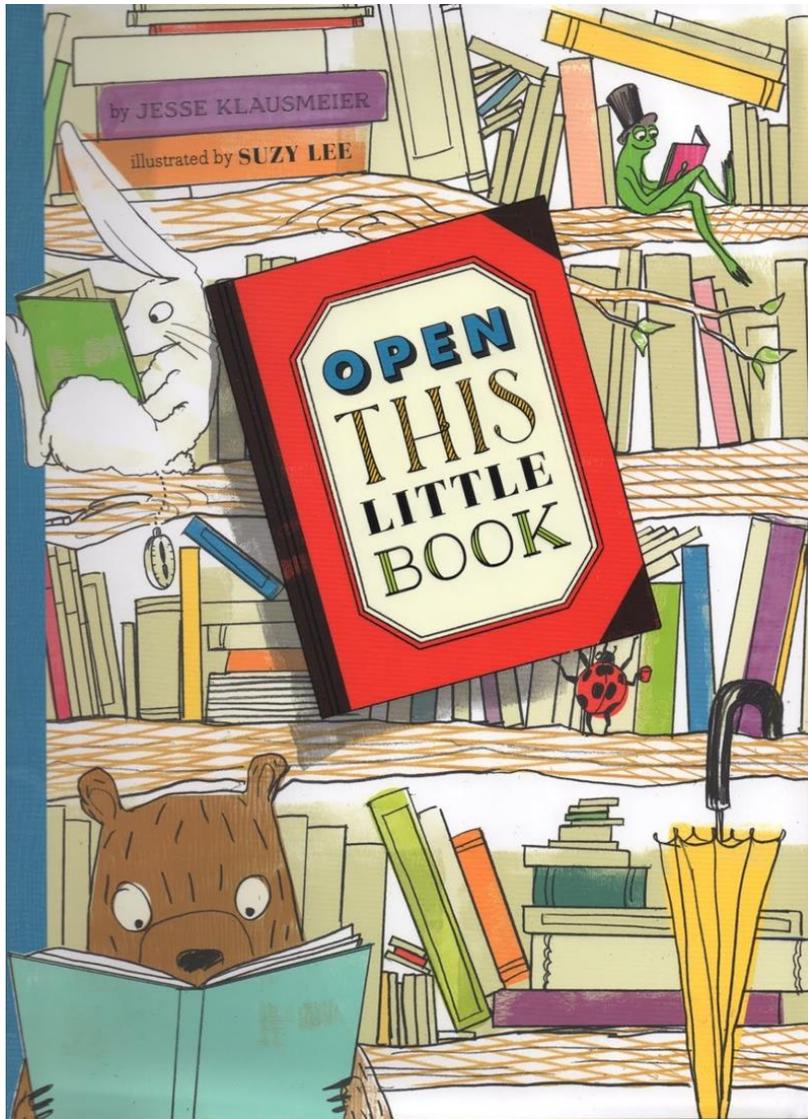
# The CLEL Bell Picture Book Awards

- Launched 2013
- First annual awards announced 2/5/2014
- Celebrate picture books that support early literacy development
- 5 books each year; one for each practice: read, write, sing, talk, play
- Tool for learning and advocacy



[www.clel.org/content/bell-awards](http://www.clel.org/content/bell-awards)

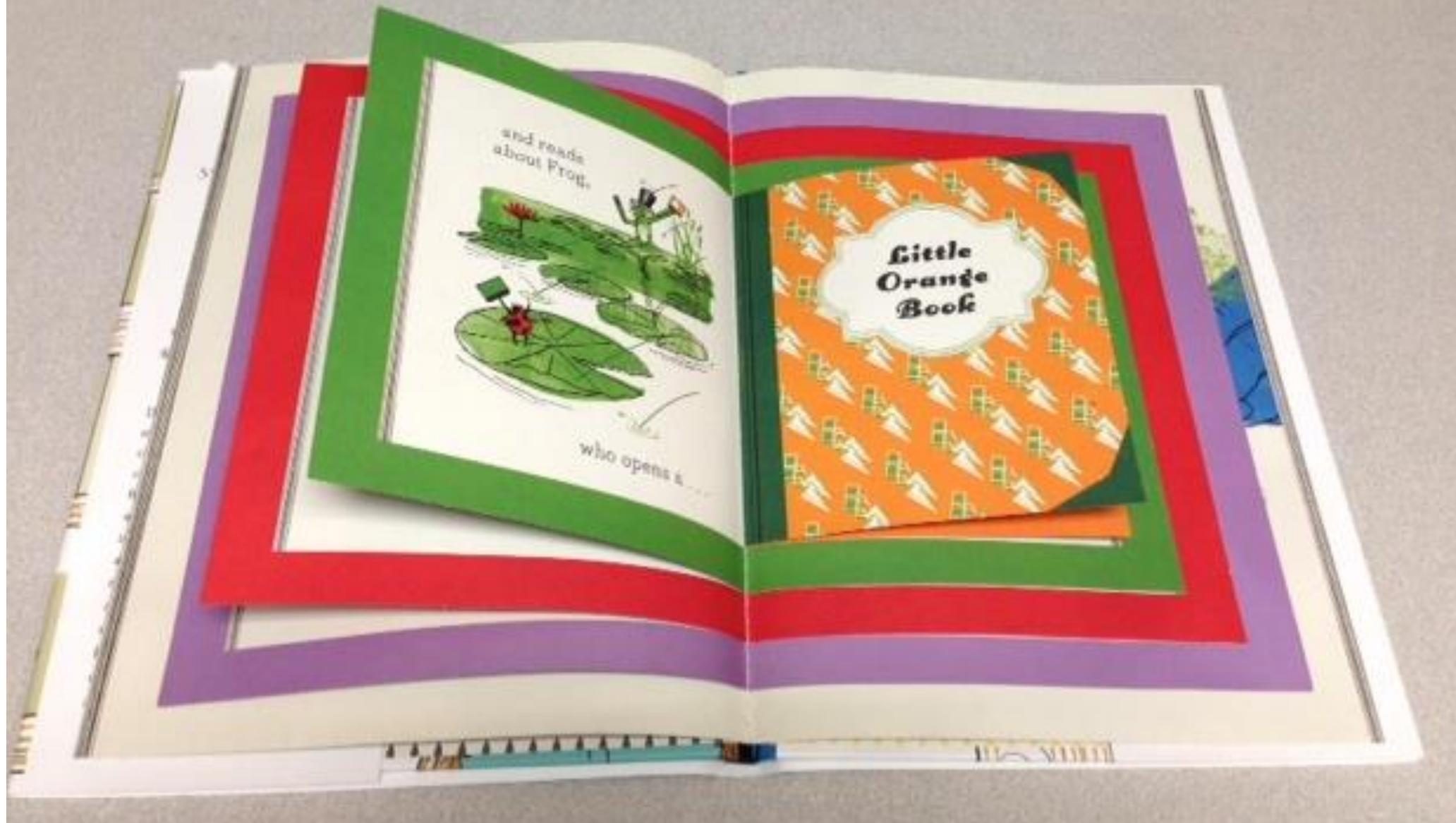
# 2014 Bell Award for READ



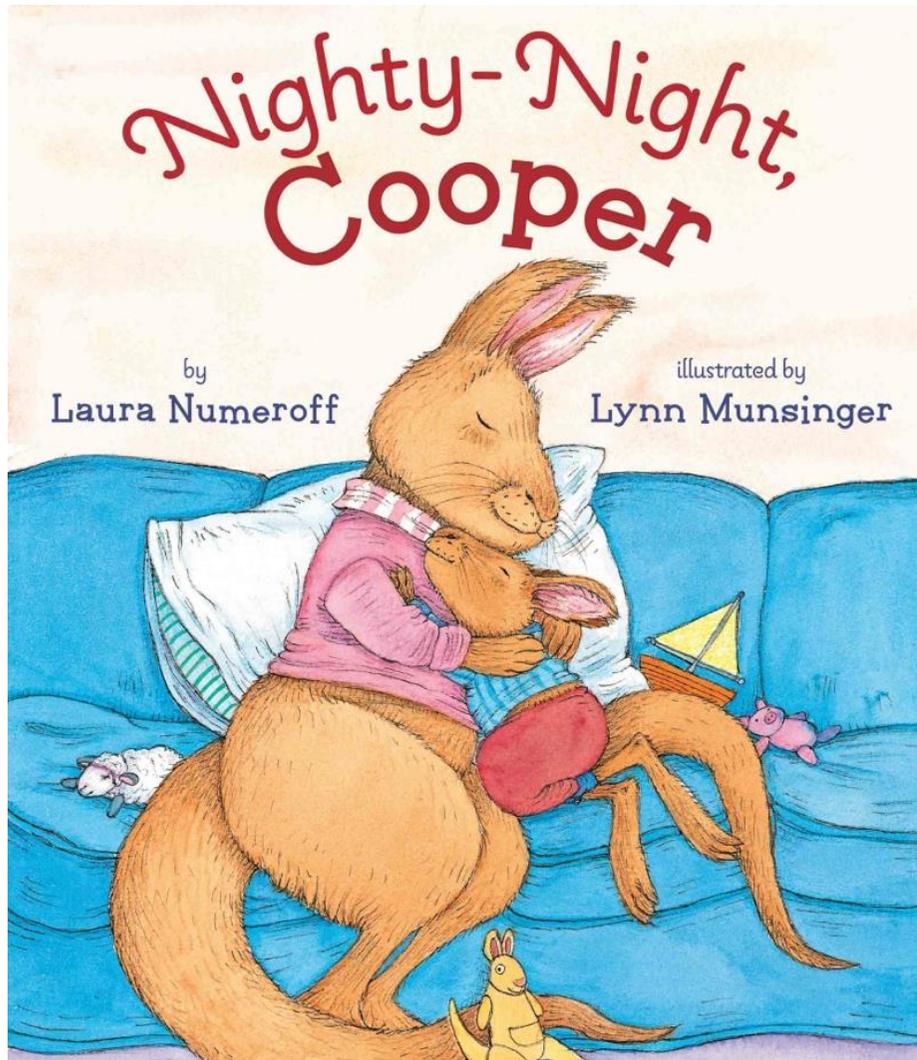
Open This Little Book  
by Jesse Klausmeier

illustrated by Suzy Lee

# 2014 Bell Award for READ



# 2014 Bell Award for SING



Nighty-Night, Cooper  
by Laura Numeroff

illustrated by  
Lynn Munsinger

# 2014 Bell Award for SING



"Are you getting sleepy?" Mama asked her son.

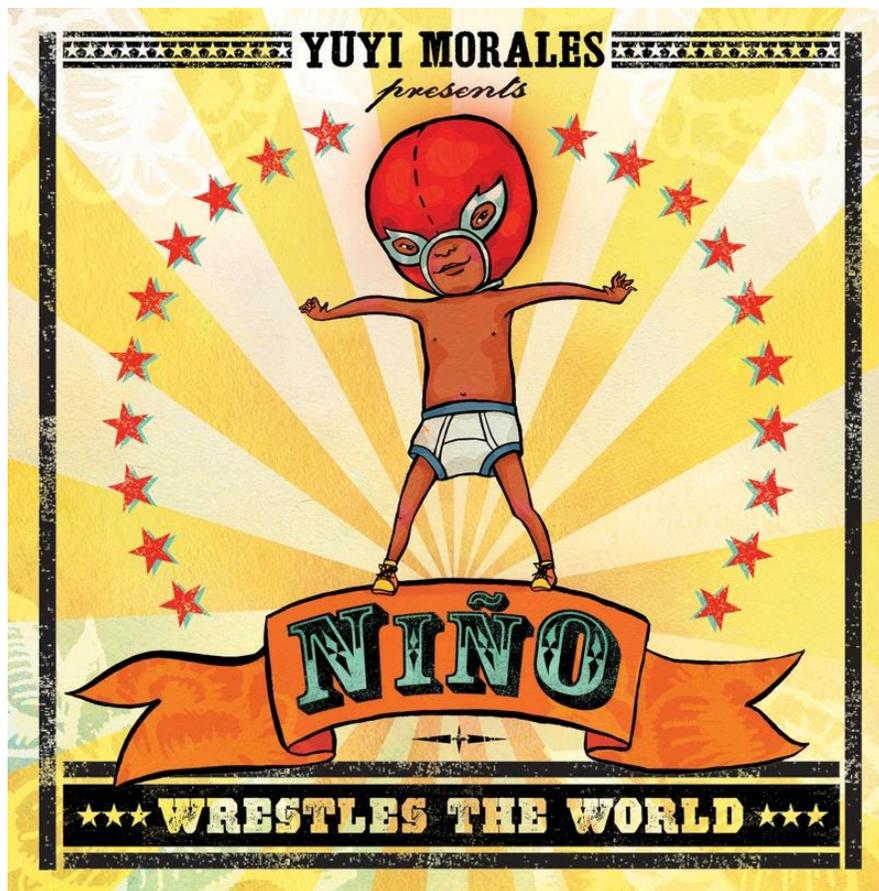
"A little bit," he said. "Please sing another one?"

"I'll pick a song that will be a surprise.

I'll hold you close, and you close your eyes."

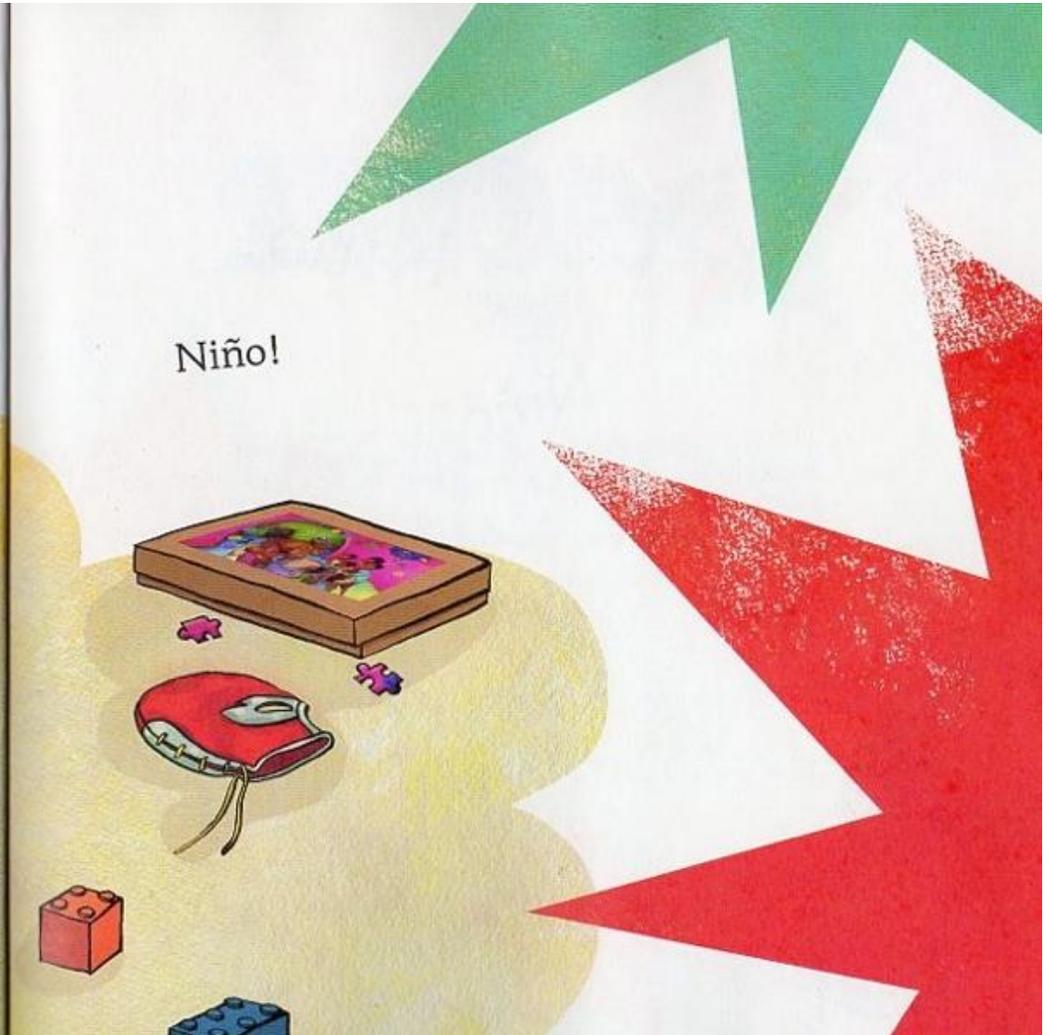
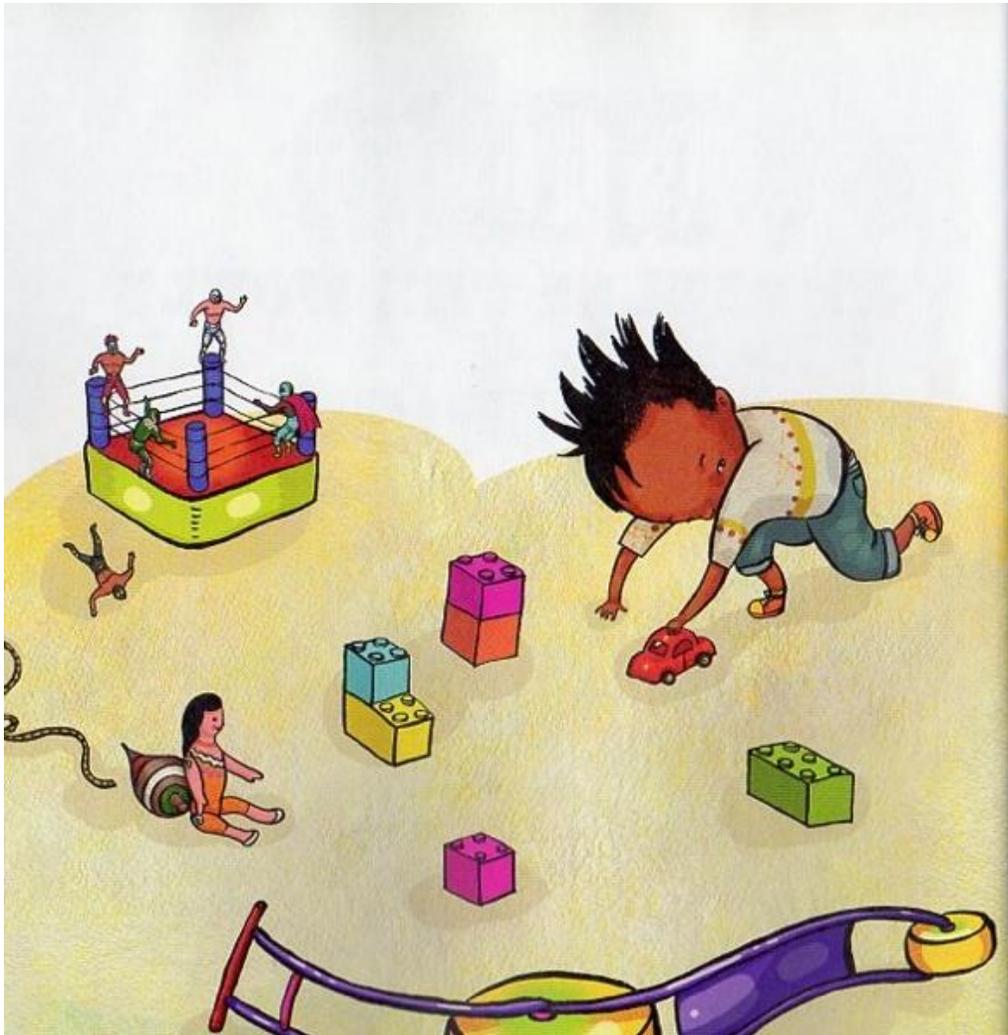


# 2014 Bell Award for PLAY

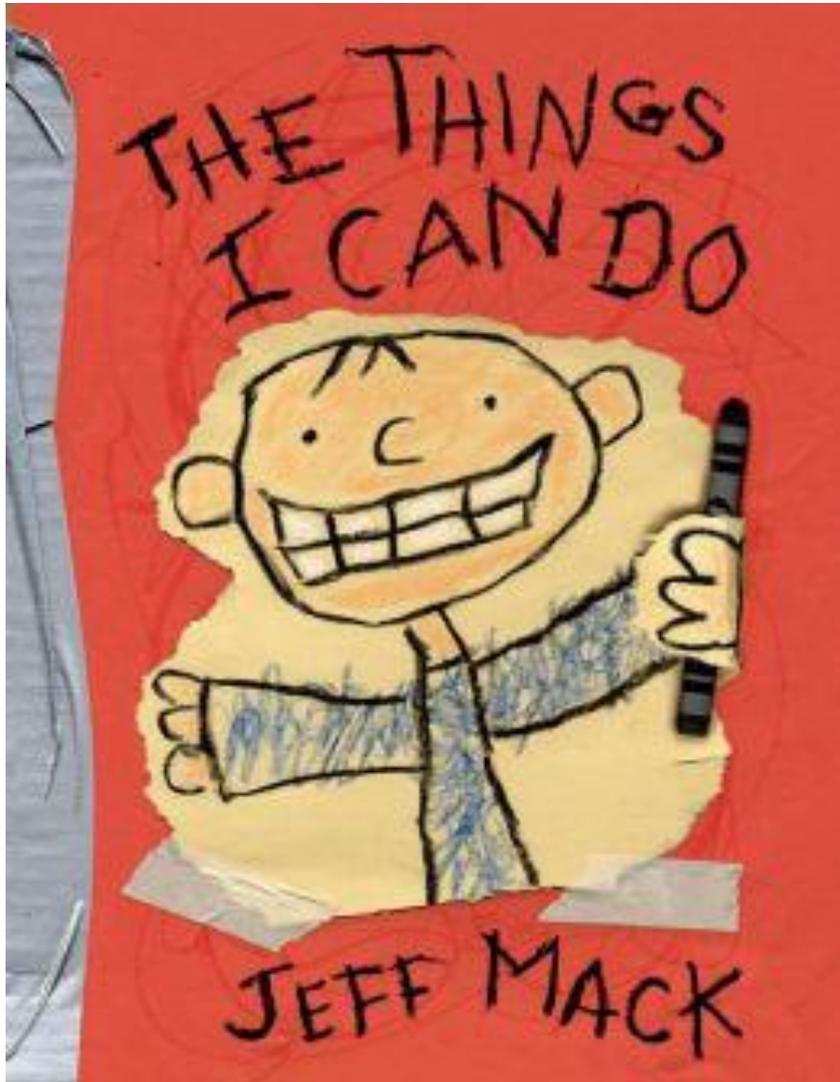


Niño Wrestles the World  
by Yuyi Morales

# 2014 Bell Award for PLAY

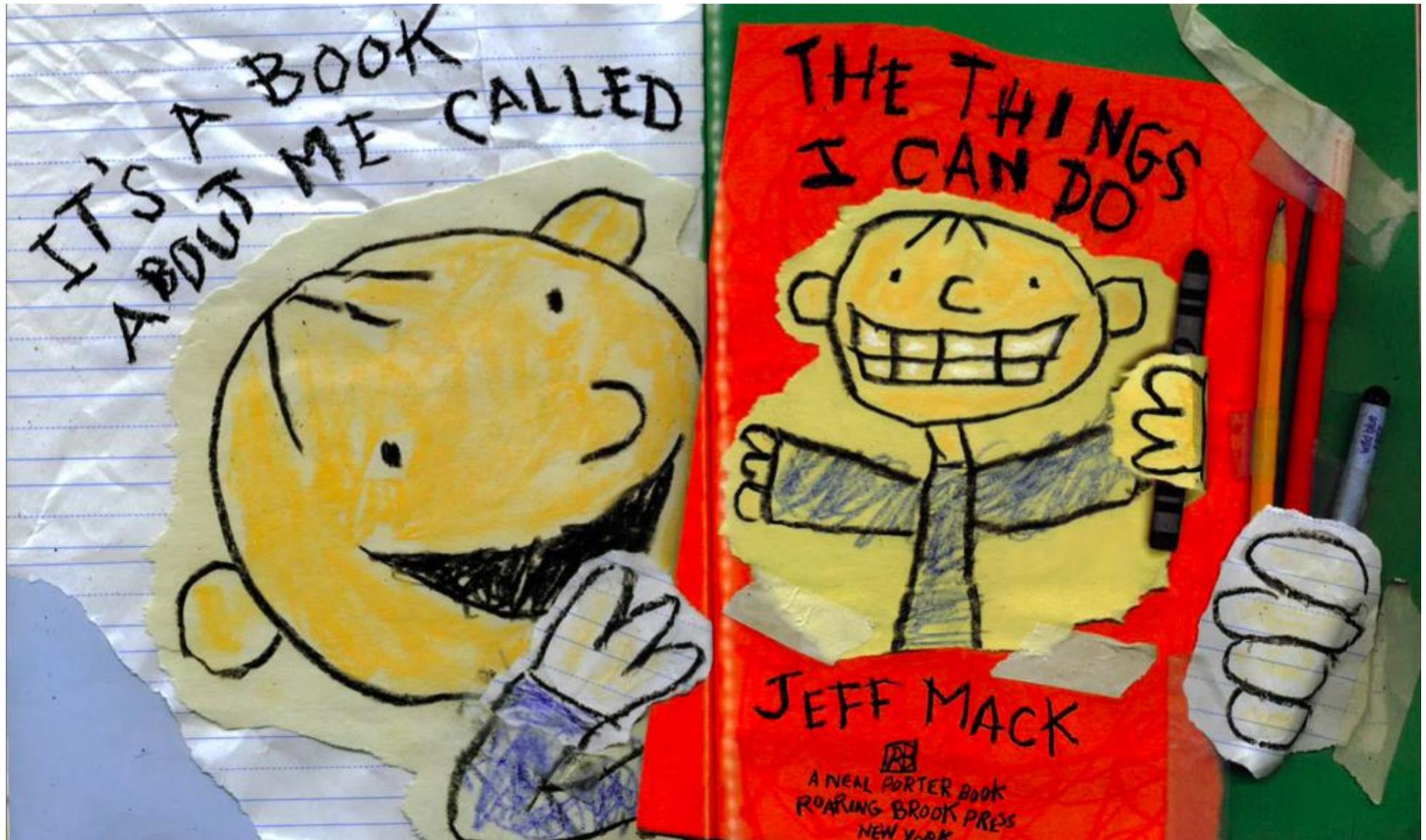


# 2014 Bell Award for WRITE

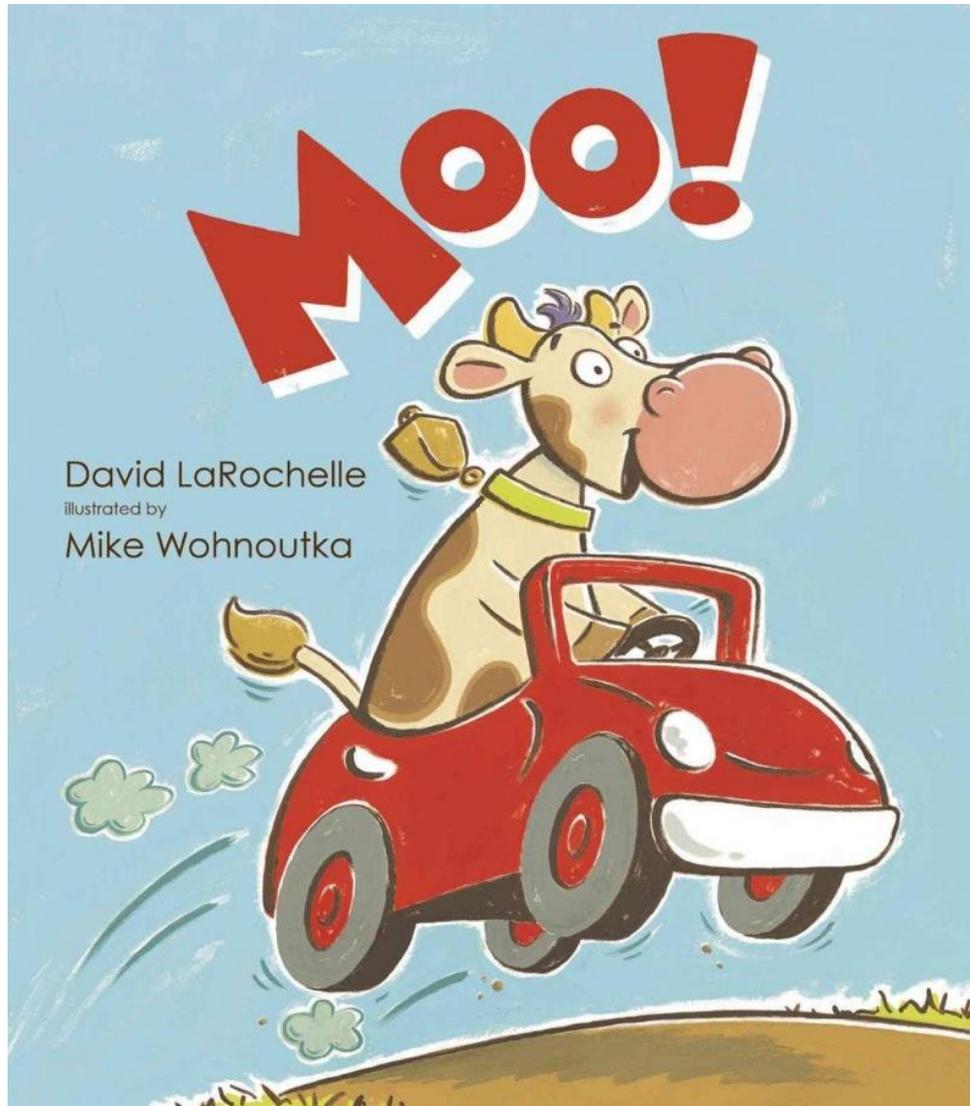


The Things I Can Do  
by Jeff Mack

# 2014 Bell Award for WRITE



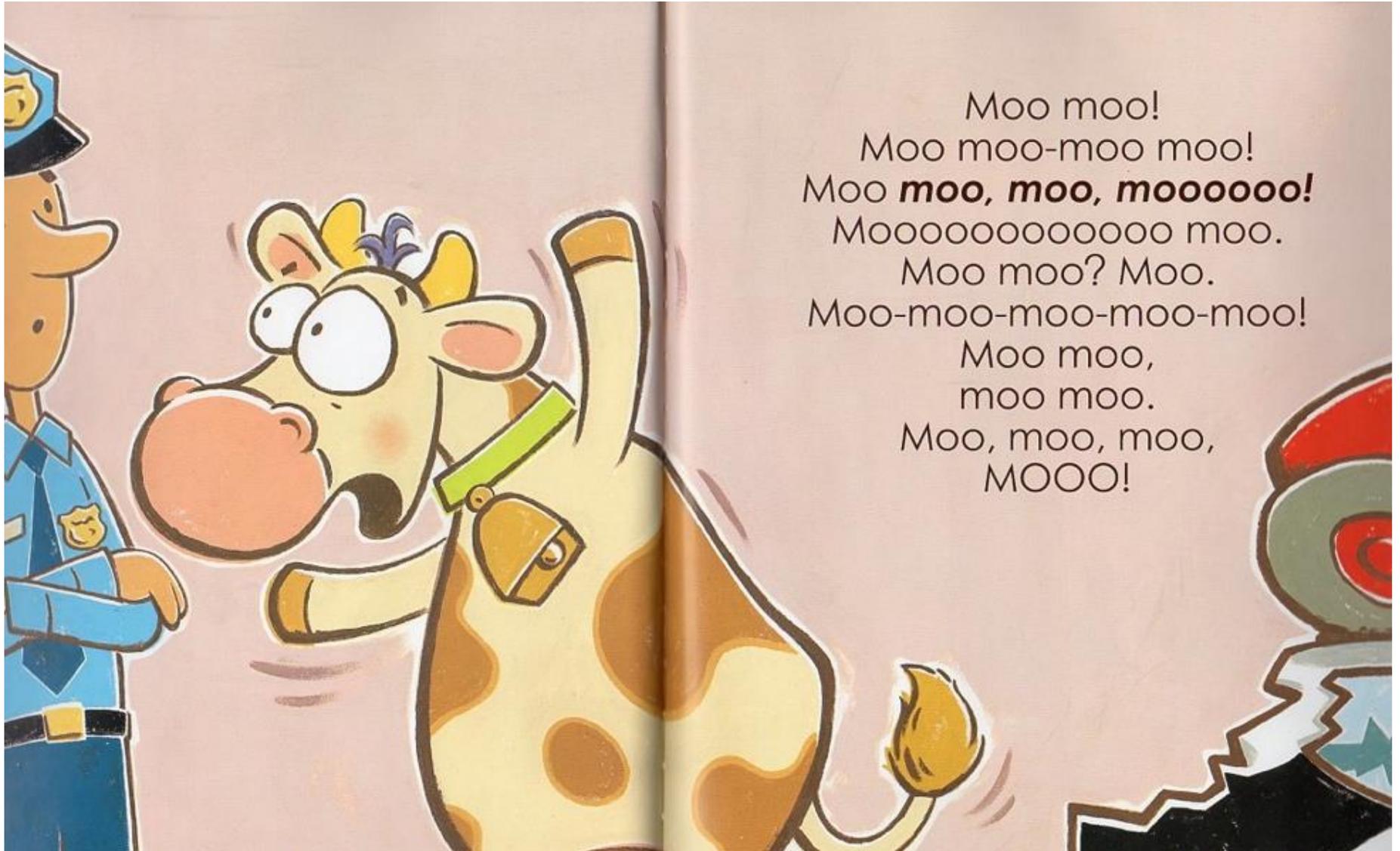
# 2014 Bell Award for TALK



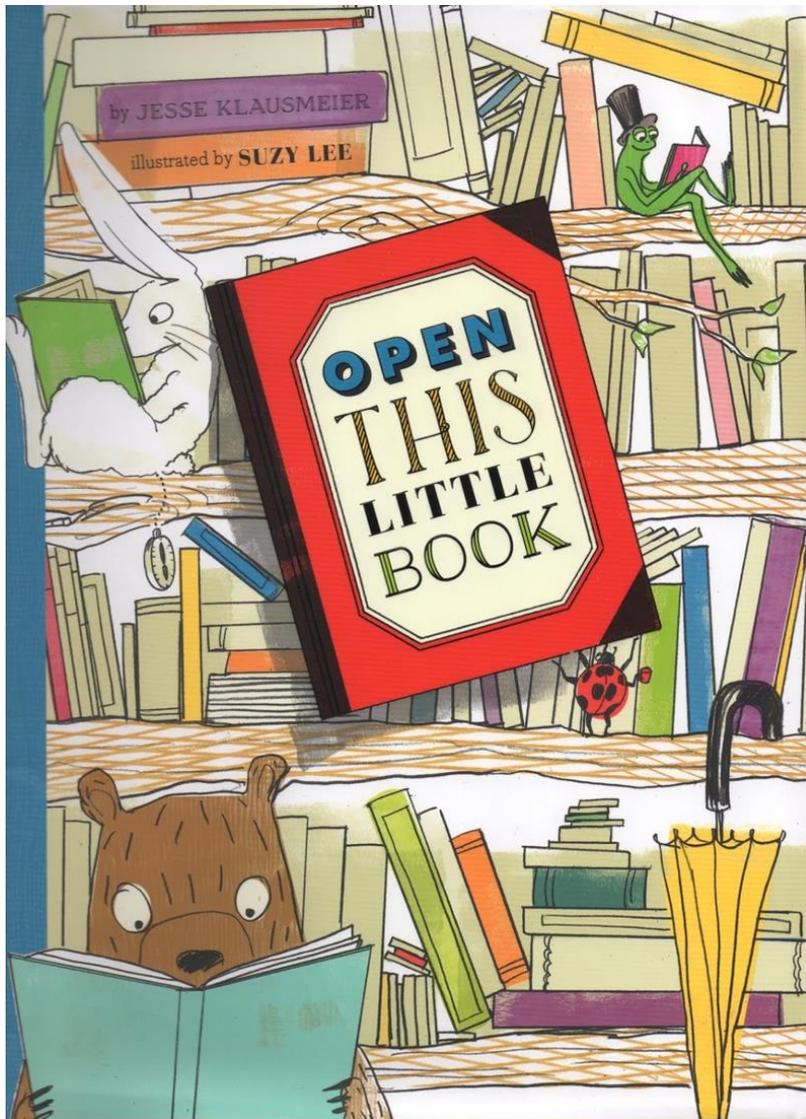
Moo!  
by David LaRochele

illustrated by  
Mike Wohnoutka

# 2014 Bell Award for TALK

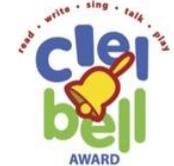


# Free Activity Sheets



## Open This Little Book The 2014 CLEL Bell Award Book for READ

by Jesse Klausmeier, illustrated by Suzy Lee  
ISBN-13: 978-0811867832  
Chronicle Books, 2013



Readers open the cover to discover five characters, each with their own little book, all within the pages of the first. *Open This Little Book* celebrates the pleasures of reading, sharing stories, and having a book of your own.

### Activity Ideas for *Open This Little Book*:

- Let the children fold colored construction paper in half to make their own little books. Inside, they can scribble, draw pictures, write their names, or glue pictures. Ask them to name their books and write the title and their names on the front cover. (For example, "My Red Book, by Anya.") When children make personal connections to reading and writing, they can be more motivated to learn to read themselves.
- Look for books in your library, home, or classroom that have purple, red, green, orange, yellow, or blue covers. Which character from the story would like each book? Noticing when colors are the same or different helps to build the skill children will use to tell the difference between the letter shapes of the alphabet.
- The only parts of the giant we see in her little book are her fingers and thumbs! Her hands are too big to turn the pages. Ask the children what they can do with their hands, fingers, and thumbs. Invite them to use their fingers to sing "Where Is Thumbkin?" or "The Itsy Bitsy Spider." Fingerplays give children practice moving their fingers independently and confidently and will make it easier for them to hold and manipulate crayons and pencils.
- The "little books" in this book are actually different sizes. Gather a variety of toys, puppets, dolls, or objects, and help the children put them in order by size. Which ones are bigger? Which ones are smaller? Talk about the words we use to describe size, such as *big*, *small*, *enormous*, *tiny*, *medium*, *huge*, *petite*. Children have an easier time sounding out words they already know and use, so the bigger their vocabularies, the easier it is for them to read and understand what they're reading.

The CLEL Bell Picture Book Awards are given to books that provide excellent support of early literacy development in young children. For more information and for other activity sheets, visit <http://www.clel.org/content/bell-awards>



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# Free Activity Sheets

- Title, author, publisher
- Annotation with connection to one of the 5 practices
- 3-4 activity ideas
- Each activity idea includes a statement connecting it to an early literacy skill

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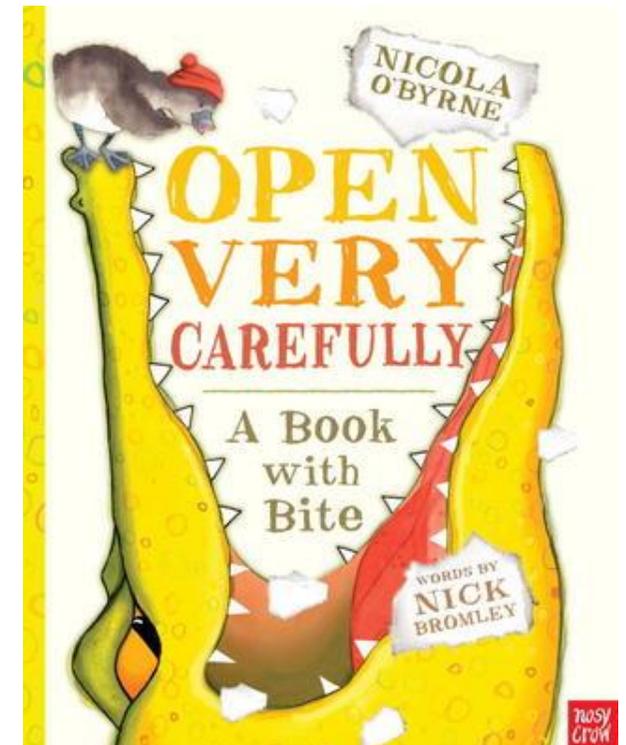
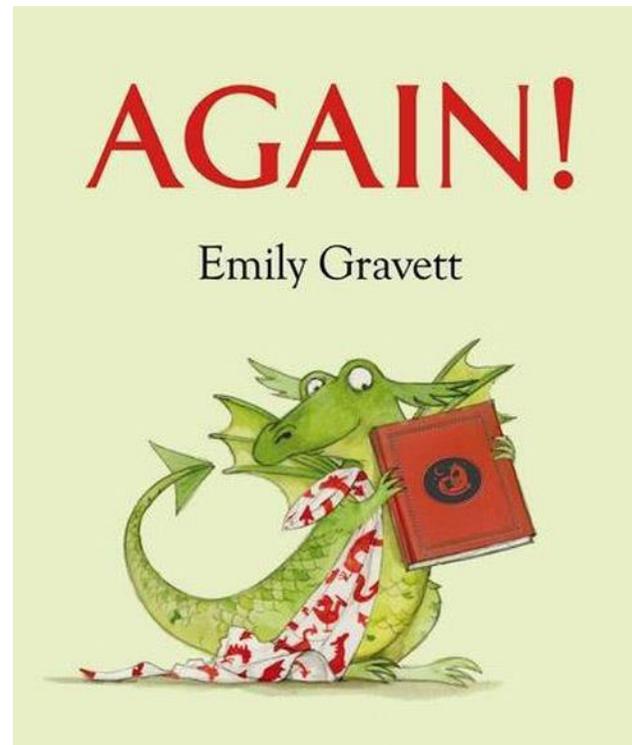
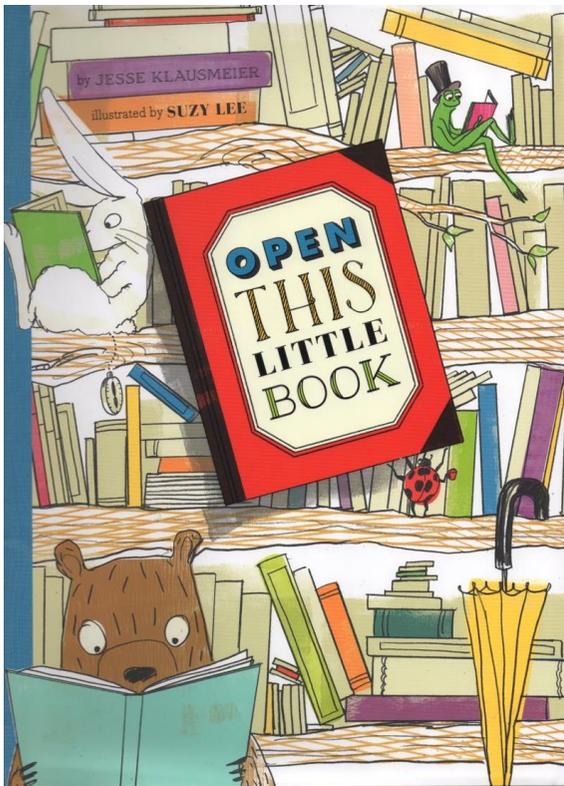
In the last month,  
have you extended a picture book  
from circle time into  
one or more of these centers?

Art Center  
Math/Science  
Dramatic Play  
Blocks  
Quiet Area

POLL!

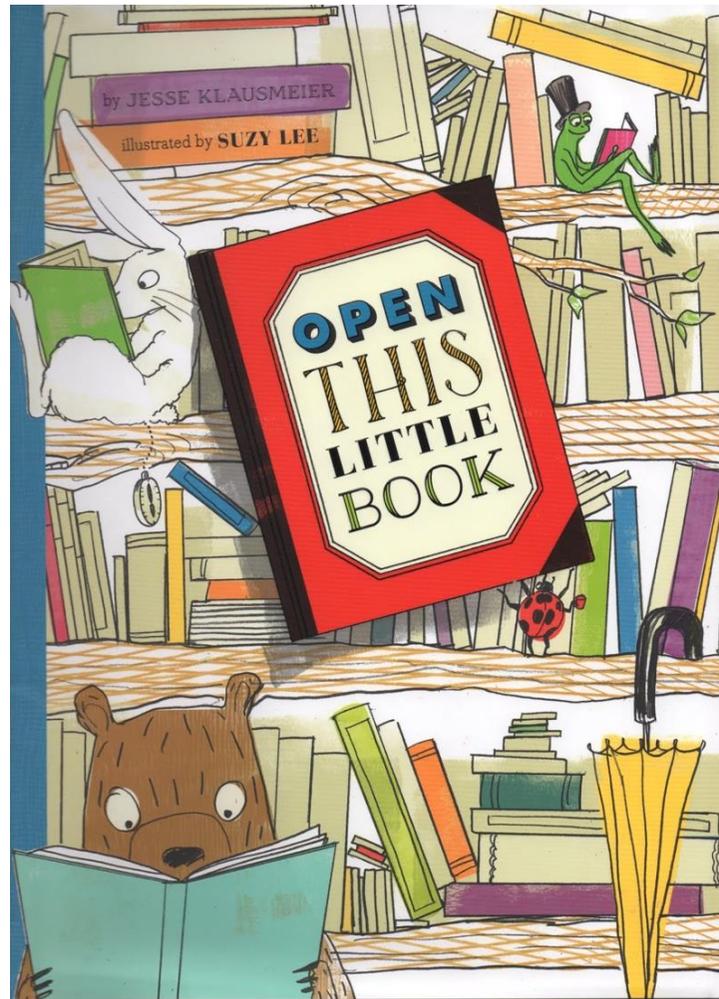
# Extending Picture Books to Build Early Literacy Skills

# Read and Literacy

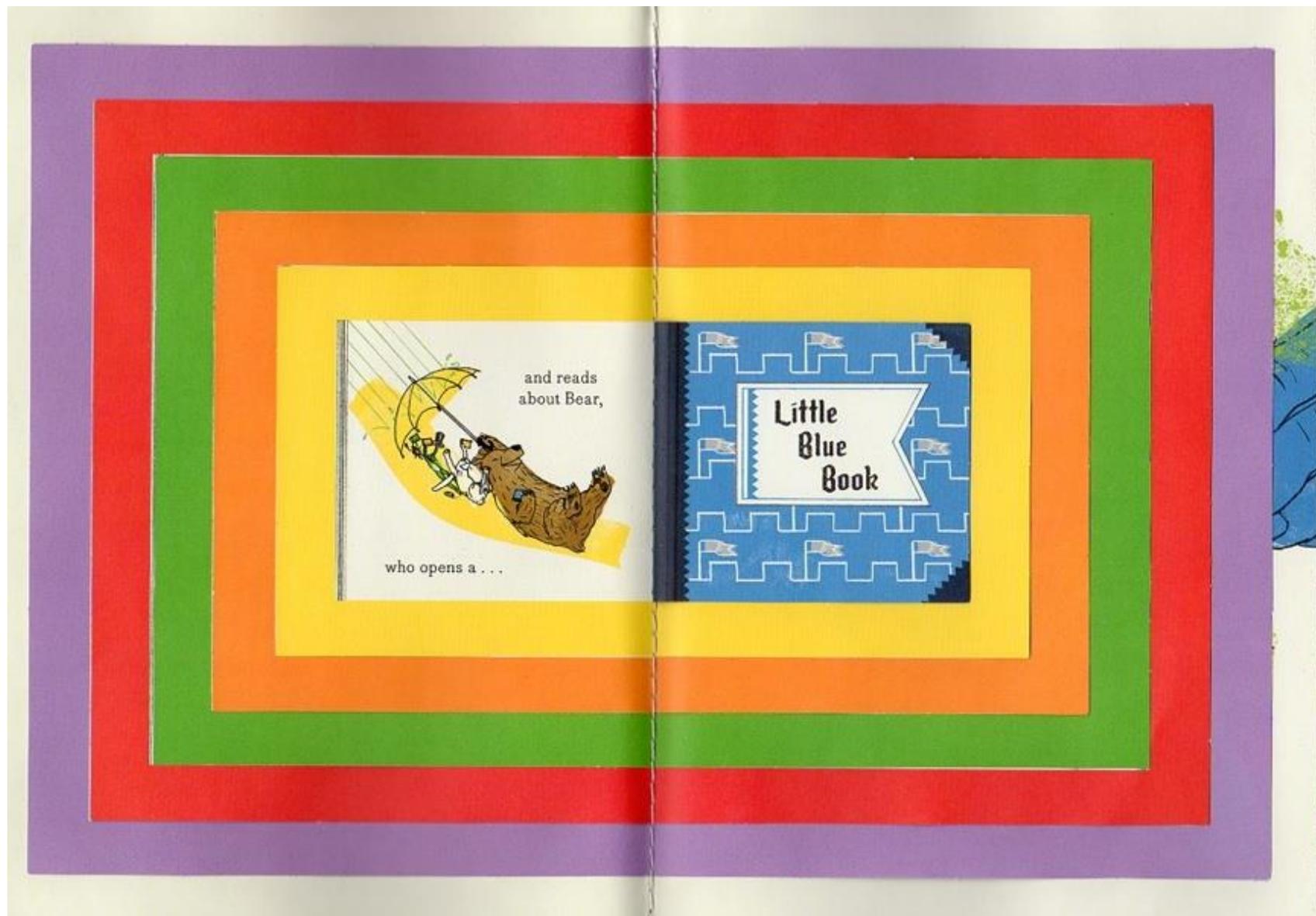


# Open This Little Book

by Jesse Klausmeier, illustrated by Suzy Lee



# Open This Little Book

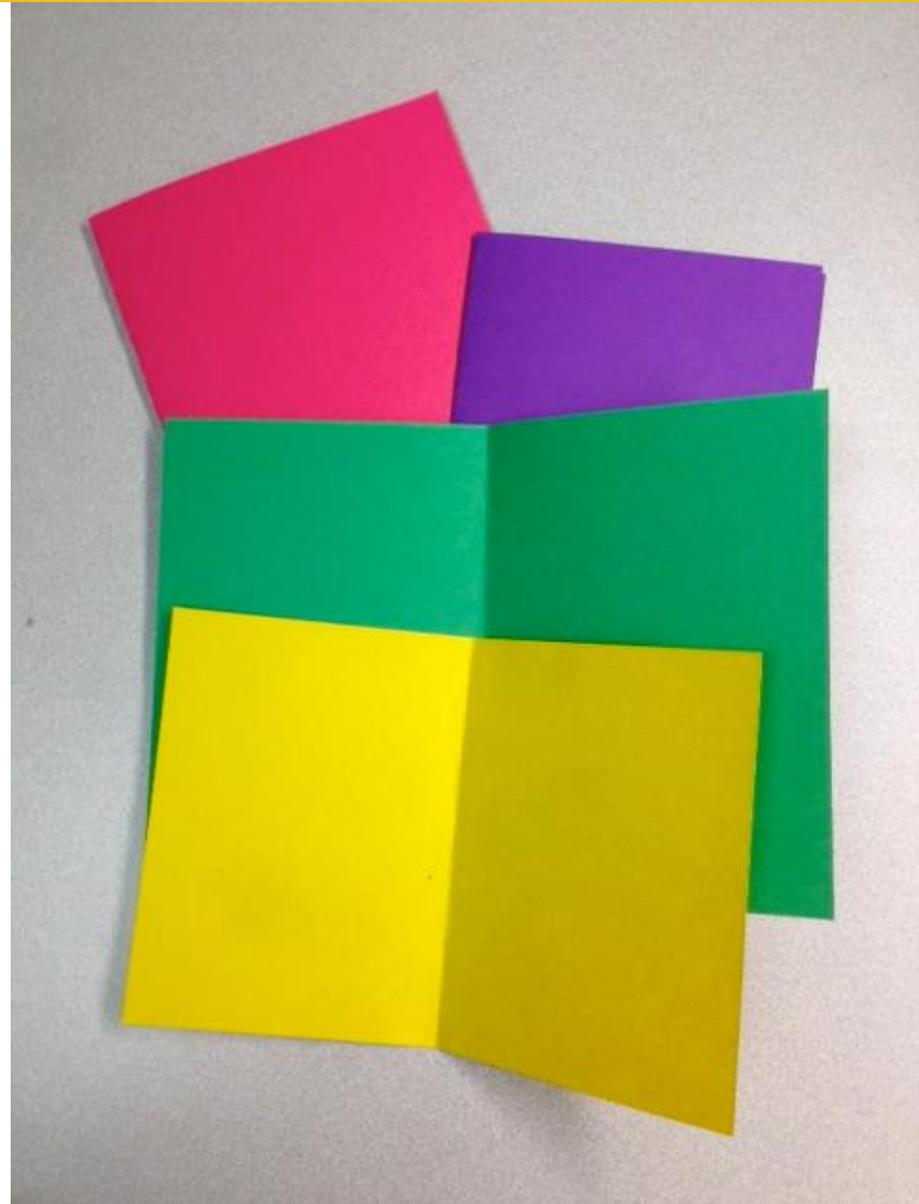


# Open This Little Book

## ART CENTER

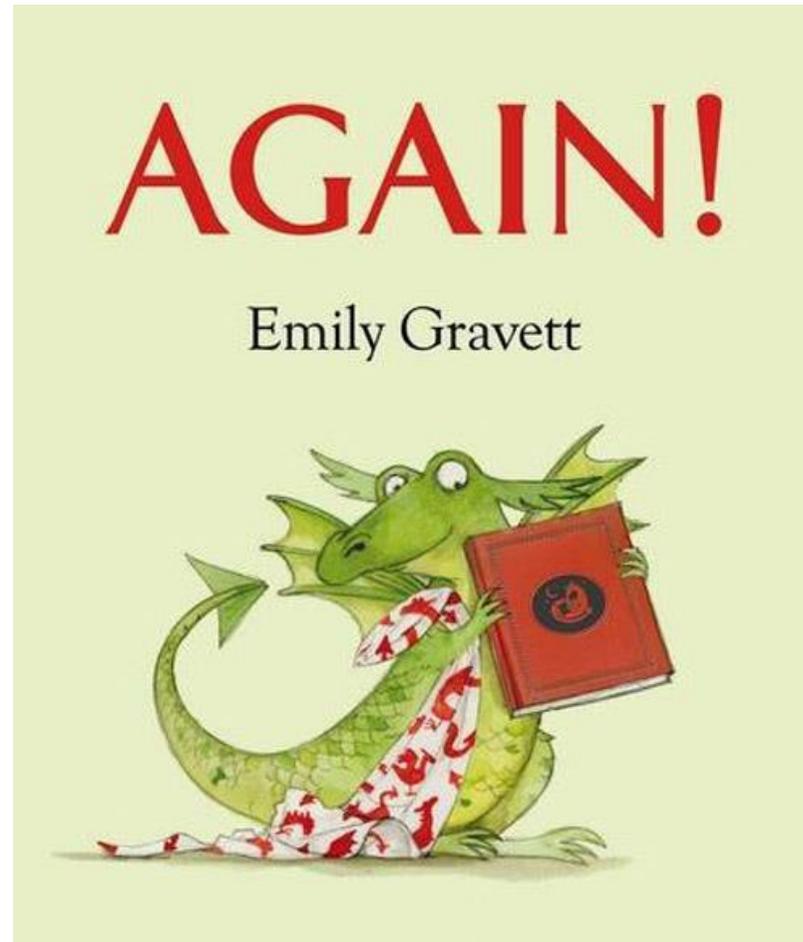
- Give colored construction paper to the children to fold in half
- Let them draw inside
- Help them write their name and title on the “front cover”

When children make personal connections to reading and writing, they can become more motivated to learn to read themselves.



# Again!

by Emily Gravett



# Again!

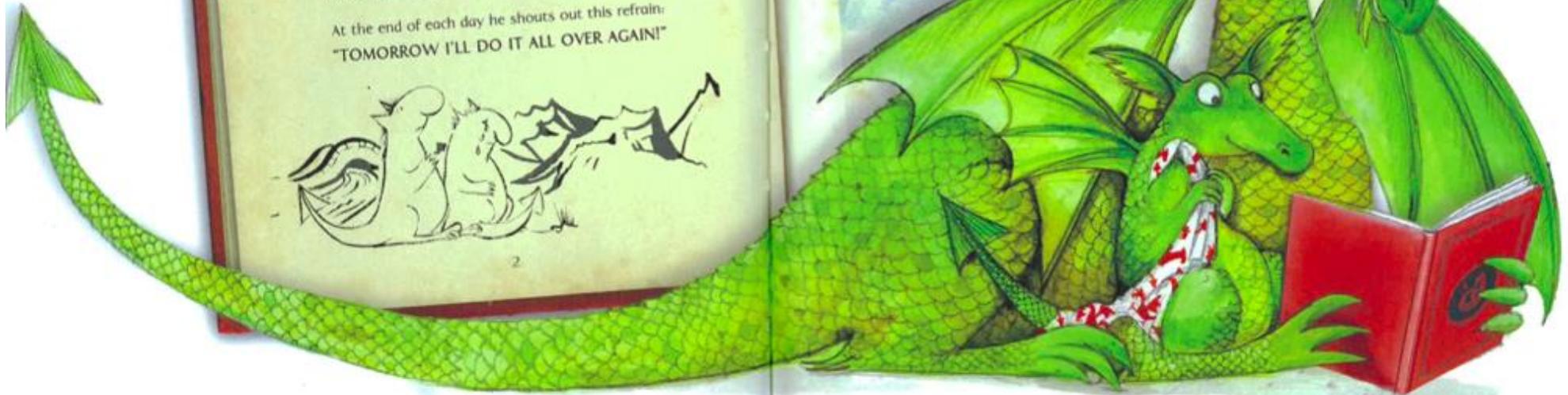


Cedric the dragon's a bright angry red.  
He's never,  
His whole life,  
(Not once) been to bed.

At nighttime when everyone else is asleep,  
He noisily prowls through the tower, then leaps  
Down to the bridge to be nasty and sly,  
And torment the trolls (who by nature are shy).  
When that makes him hungry, he takes to the skies,  
Grabbing princesses to turn into pies,  
Or occasionally crumbles, or sometimes just toast  
(If crumbles or pies would take too long to roast).  
At the end of each day he shouts out this refrain:  
"TOMORROW I'LL DO IT ALL OVER AGAIN!"



2



# Again!

## TRANSITION TIMES

- Read the same story several times during the week
- Use phrases from the books when you are in between activities

Remembering characters, words, and events from stories helps build comprehension skills, and also helps children make personal connections to stories.

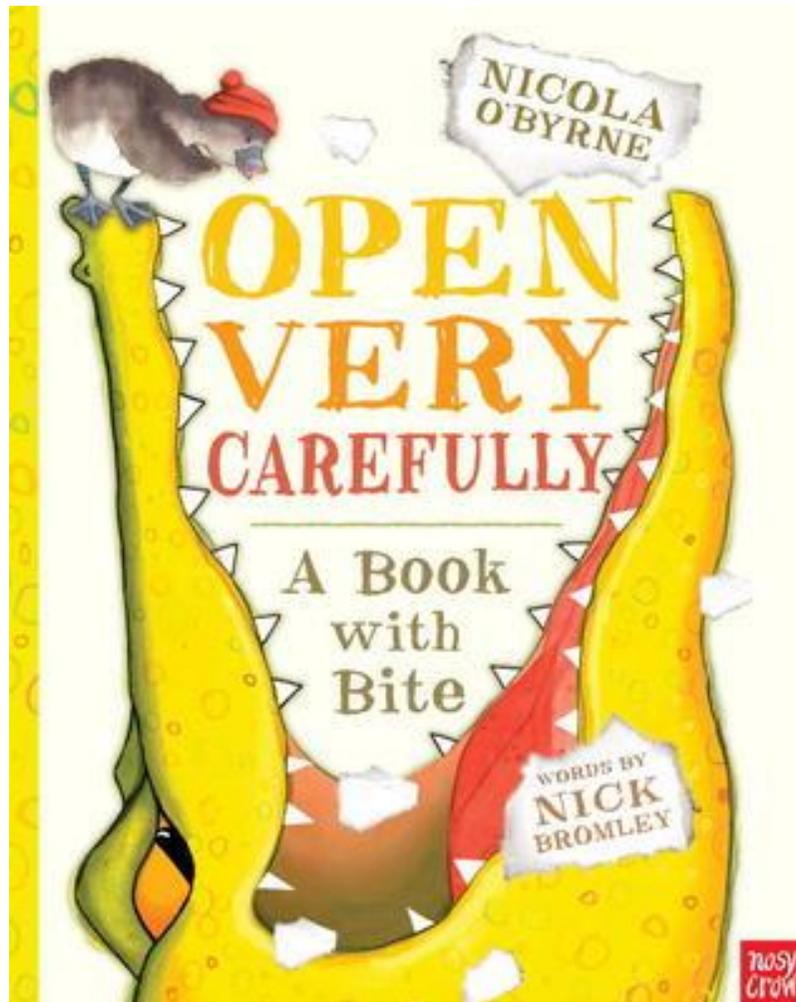


Cropped from Princeton Preschool... by USFWSmidwest  
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<http://www.flickr.com/photos/usfwsmidwest/5445544230>

# Open Very Carefully

by Nicola O'Byrne, illustrated by Nick Bromley



# Open Very Carefully



# Open Very Carefully

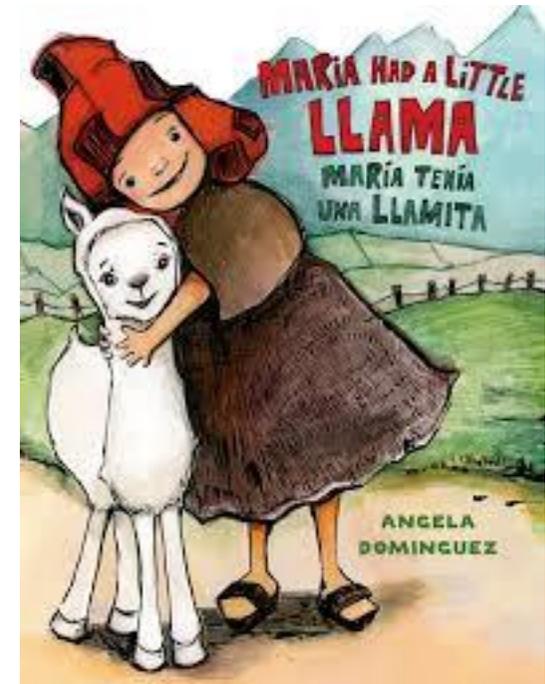
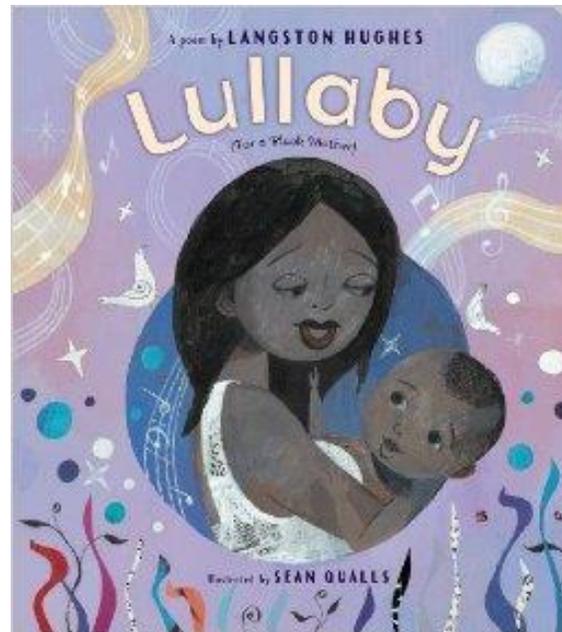
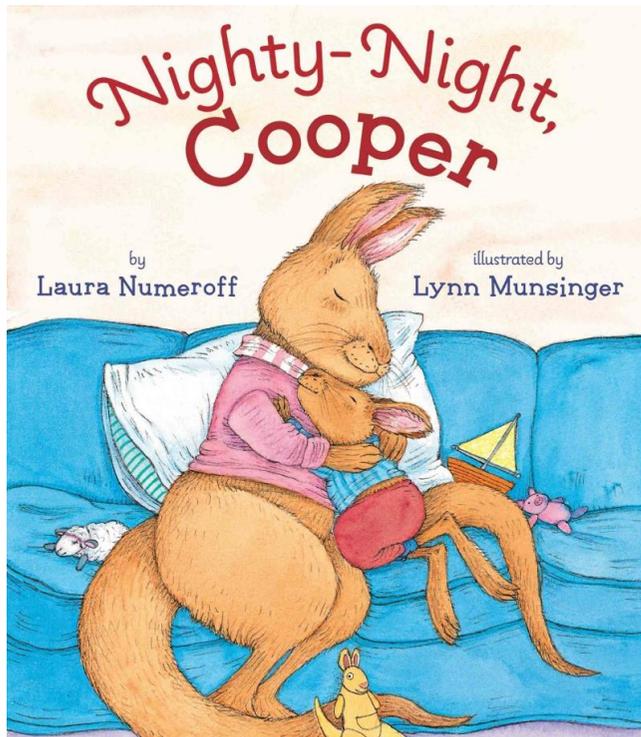
## ART CENTER

- Print photos of animals
- Laminate them or cover with contact paper
- Share dry-erase markers
- Let them draw clothes or other details on the animals

Purposeful mark-making is an important step on the way to writing letters and words.

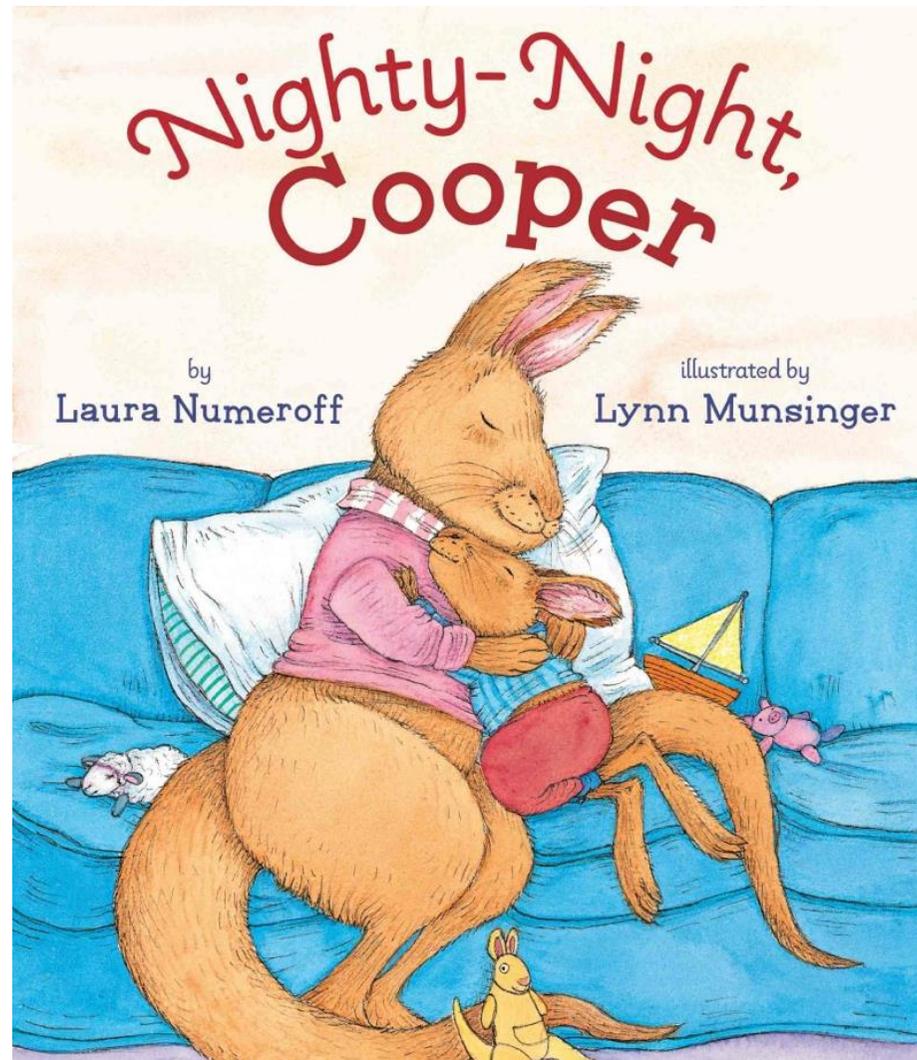


# Sing and Literacy



# Nighty-Night, Cooper

by Laura Numeroff, illustrated by Lynn Munsinger



# Nighty-Night, Cooper

To the tune of "The Farmer in the Dell" . . .



A mouse got out of bed  
A mouse got out of bed

He drank some milk and brushed his teeth



He is a sleepy-head



A mouse got into bed  
A mouse got into bed



He tossed and turned, then fell asleep



And dreamt he found some bread!



# Nighty-Night, Cooper

## DRAMATIC PLAY

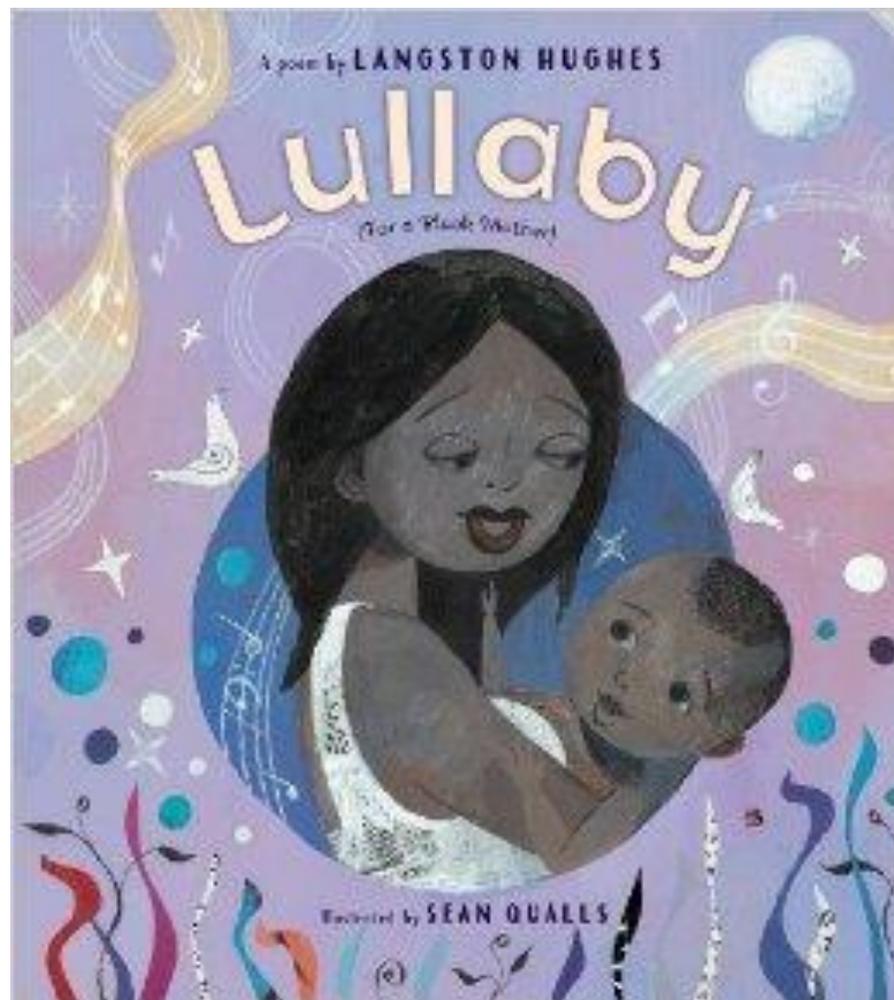
- Set out robes, blankets, cups, books, teddybears
- Talk about what happens at bedtime and in what order
- Describe toothpaste, pajamas, books

Being able to describe objects and events gives children a chance to use their vocabulary words and builds comprehension skills.



# Lullaby (for a Black Mother)

by Langston Hughes, illustrated by Sean Qualls



# Lullaby (for a Black Mother)



# Lullaby (for a Black Mother)

## QUIET AREA & NAPTIME

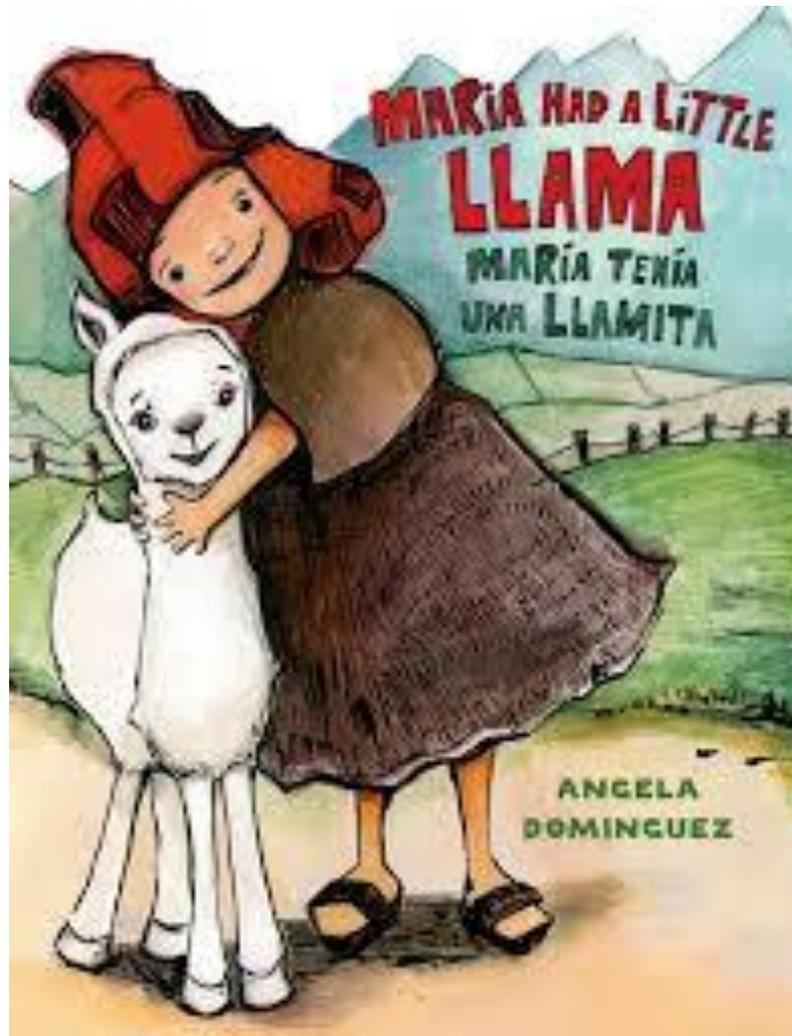
- Check out classical and multicultural lullaby CDs from your library
- Play CDs during naptime
- Leave them in quiet area or listening center

In songs, the sounds of words are often slowed down, stretched out, and repeated differently than when we speak. When they listen and sing, children gain practice hearing the separate phonemes of words.



# Maria Had a Little Llama

by Angela Dominguez



# Maria Had a Little Llama



# Maria Had a Little Llama

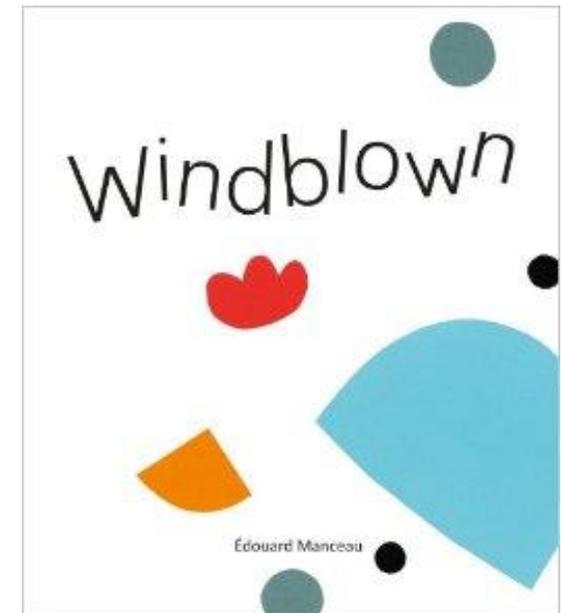
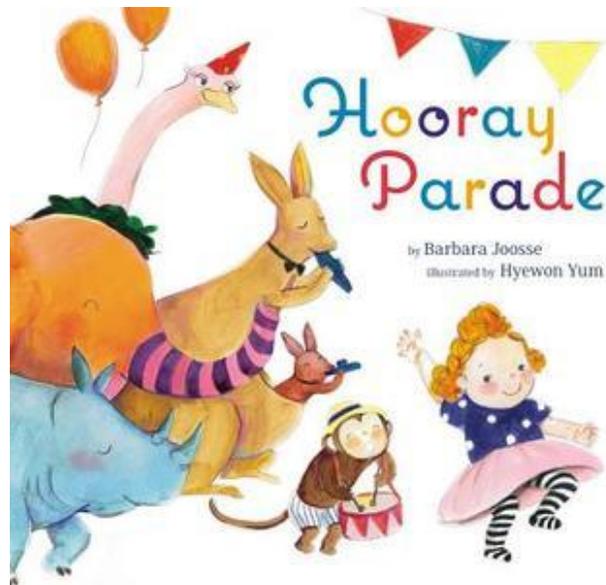
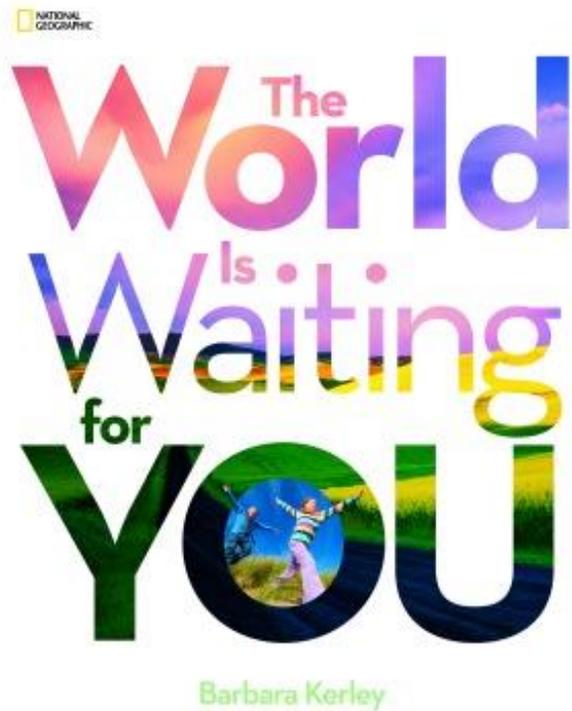
## OUTSIDE

- Make a “song cube” with a picture representing a different song on each side
- Share during playtime
- Roll the cube and sing and dance to the song that lands face-up

Nursery rhymes provide an important kind of background knowledge that will help children understand references in other stories and books.

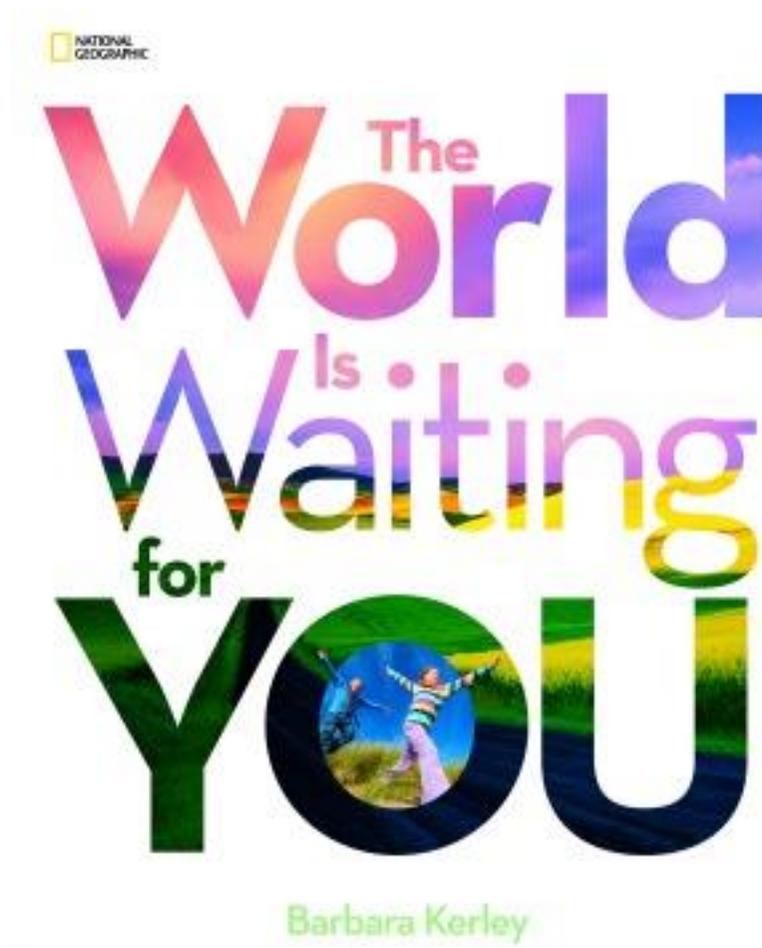


# Play and Literacy



# The World Is Waiting for You

by Barbara Kerley



# The World Is Waiting for You



# The World Is Waiting for You

## SENSORY TABLE

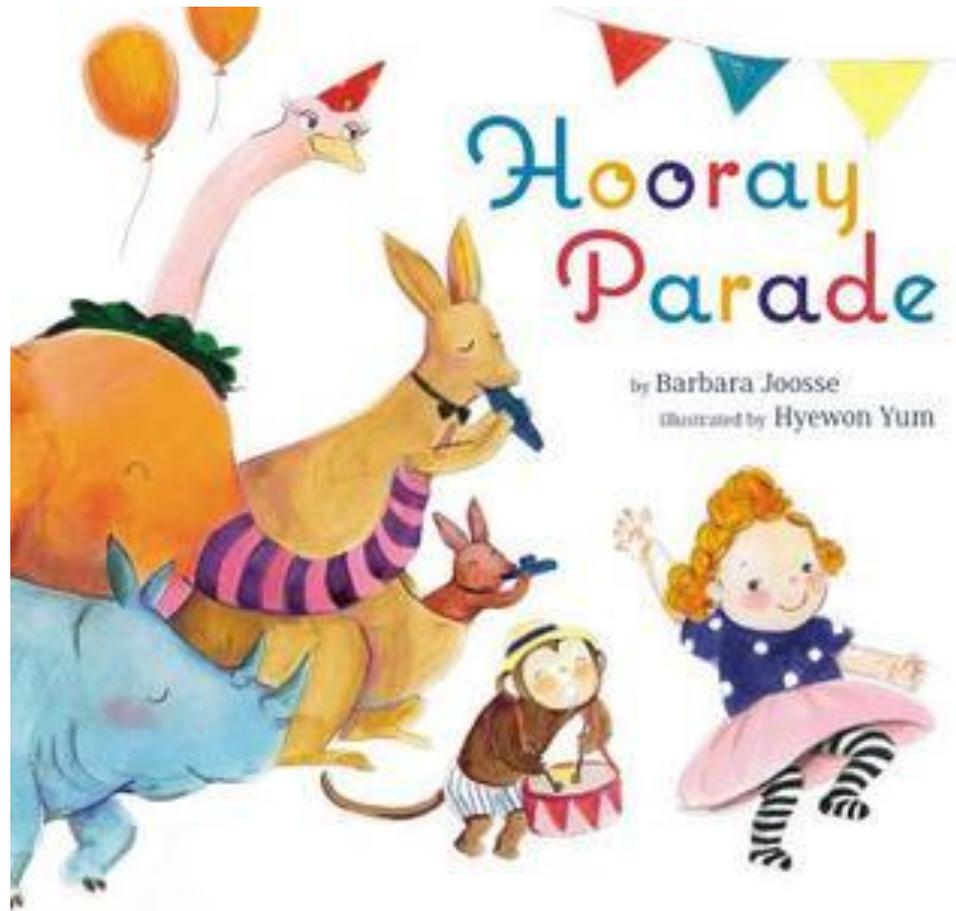
- Put sand in table
- Bury objects
- Share brushes & small shovels
- Let children uncover the buried surprises!

Holding brushes and shovels and small objects with their fingers helps children build the fine-motor and hand-eye coordination skills used for writing.



# Hooray Parade

by Barbara Joosse, illustrated by Hyewon Yum



# Hooray Parade

Now it's time for the Grand Finale.  
Can you guess what's coming last?



# Hooray Parade

## DRAMATIC PLAY

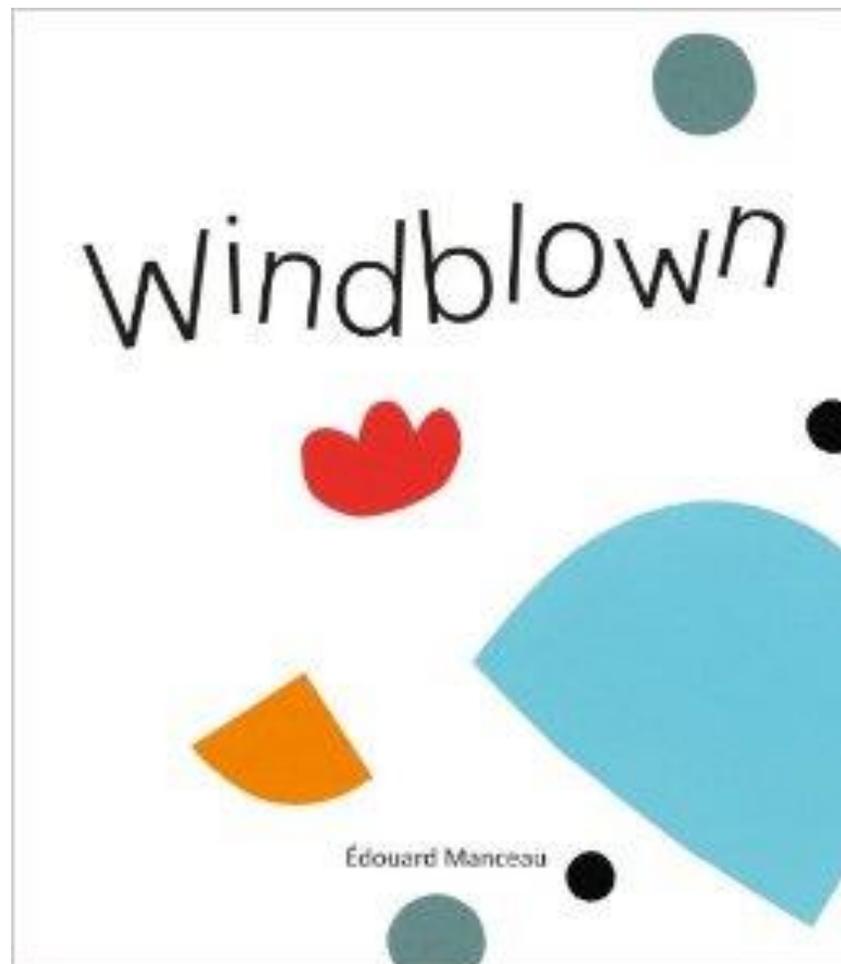
- Hang a white sheet
- Shine lamp from behind
- Show children how to make shadows using bodies, puppets, toys
- Talk about shapes!

Talking about shapes and straight and curvy lines helps children get ready to notice the differences in the shapes and lines of the letters of the alphabet.



# Windblown

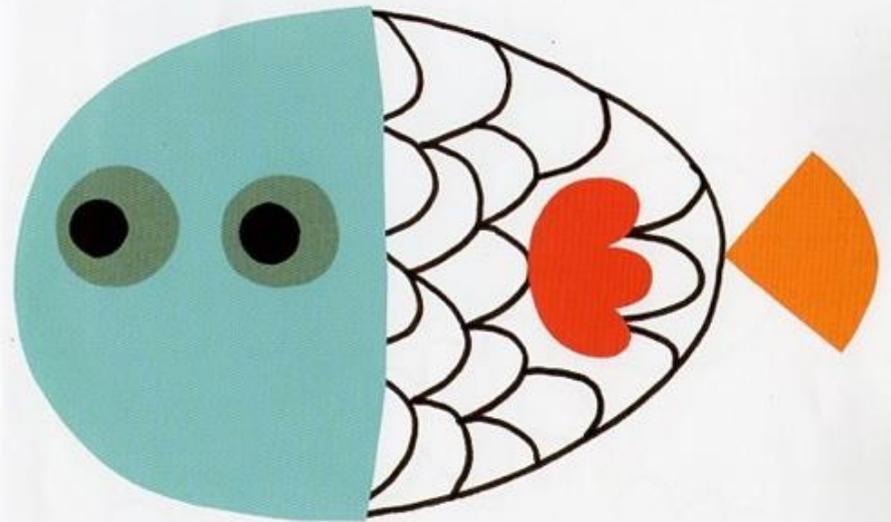
by Édouard Manceau



# Windblown

"No, they're mine!" replied the fish.

"I'm the one who cut the paper into the pieces  
that the chicken saw lying around."



# Windblown

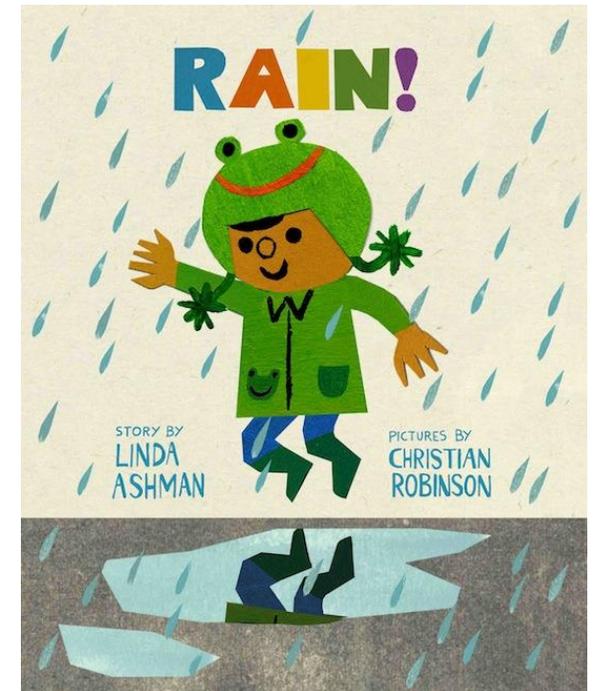
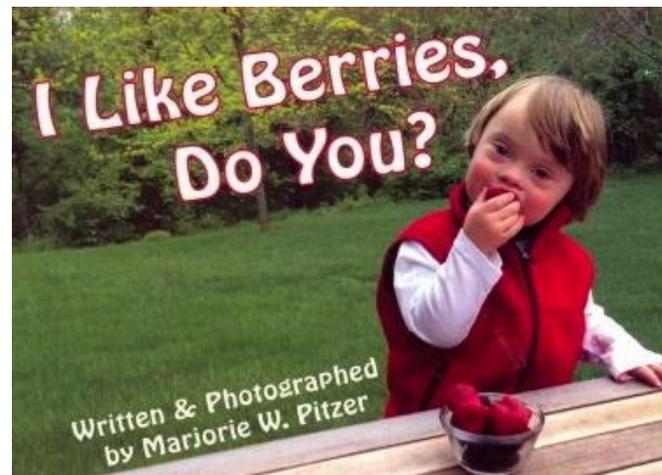
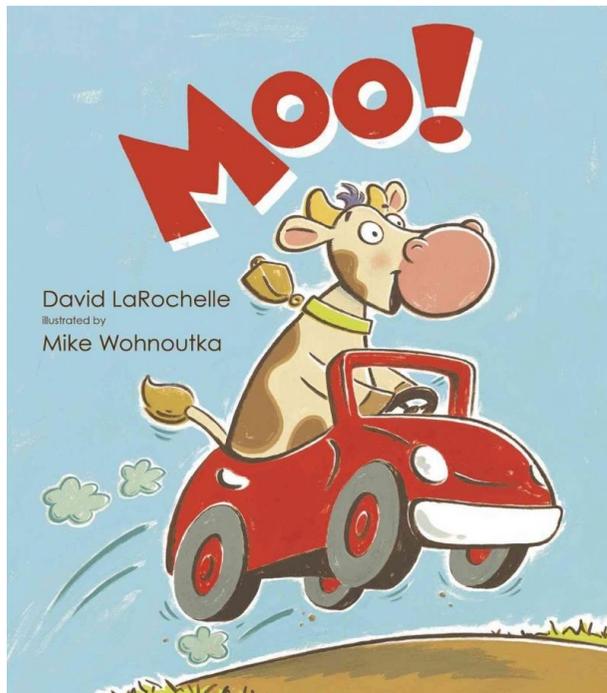
## ART CENTER

- Tape large paper to wall
- Set out pre-cut shapes or scissors and paper
- Let children glue shapes to the wall to make animals
- Label their art!

When we write down what children tell us about their artwork, we help them make the connection between the words they say and the words we write.

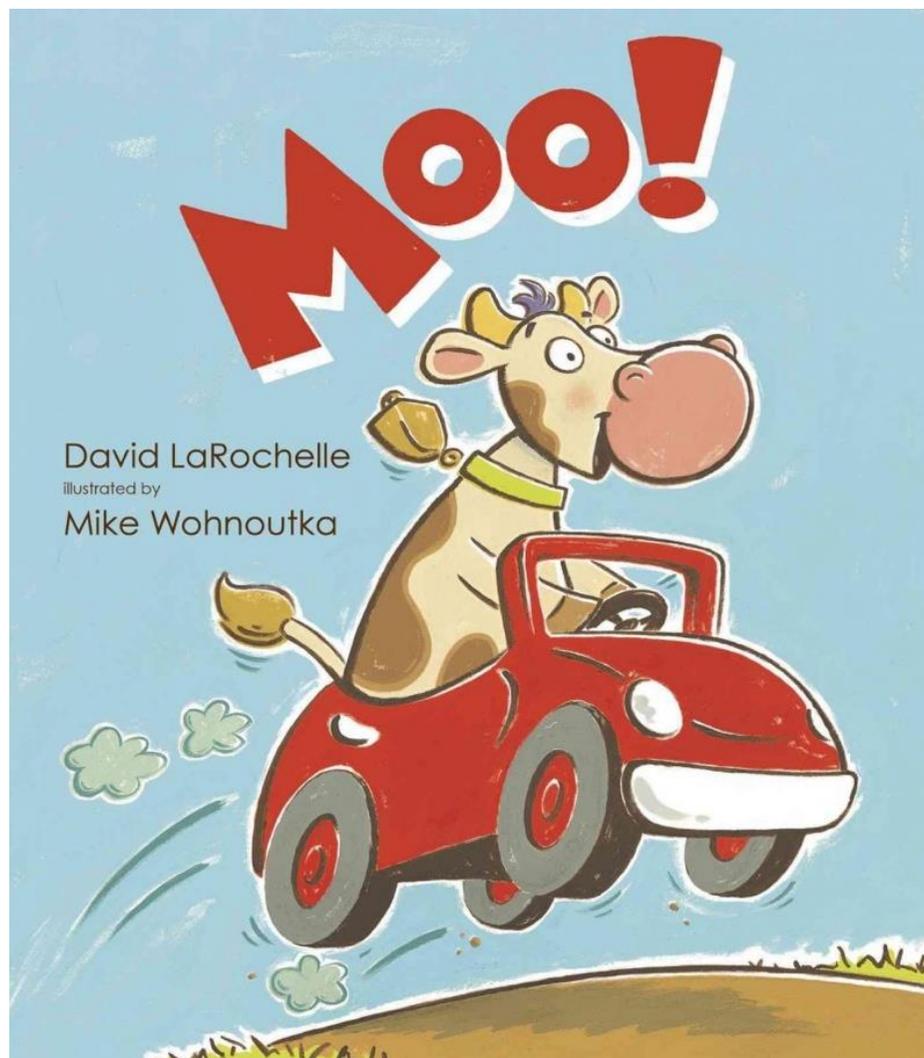


# Talk and Literacy

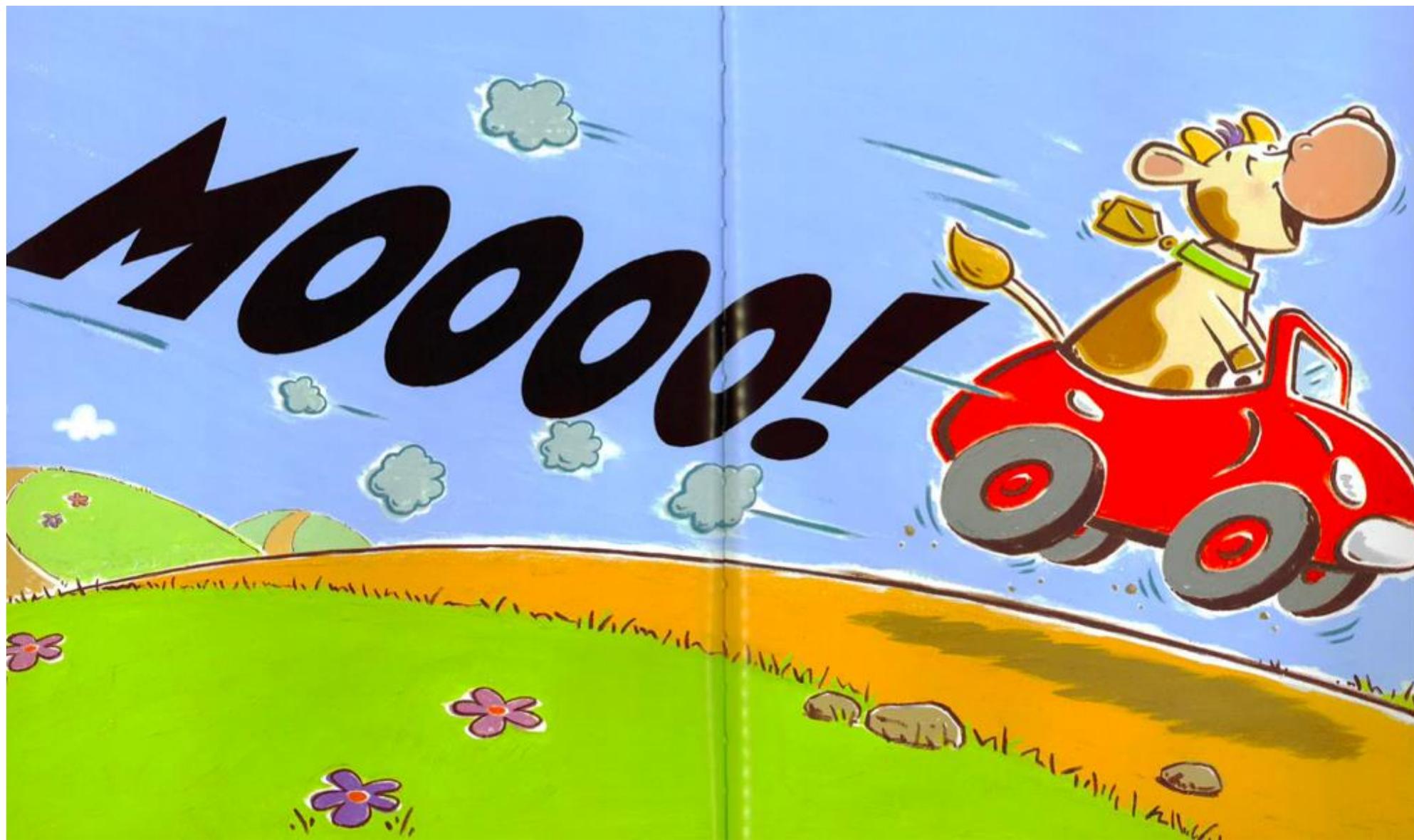


# Moo!

by David LaRochelle



Moo!



# Moo!

## CENTER TIME

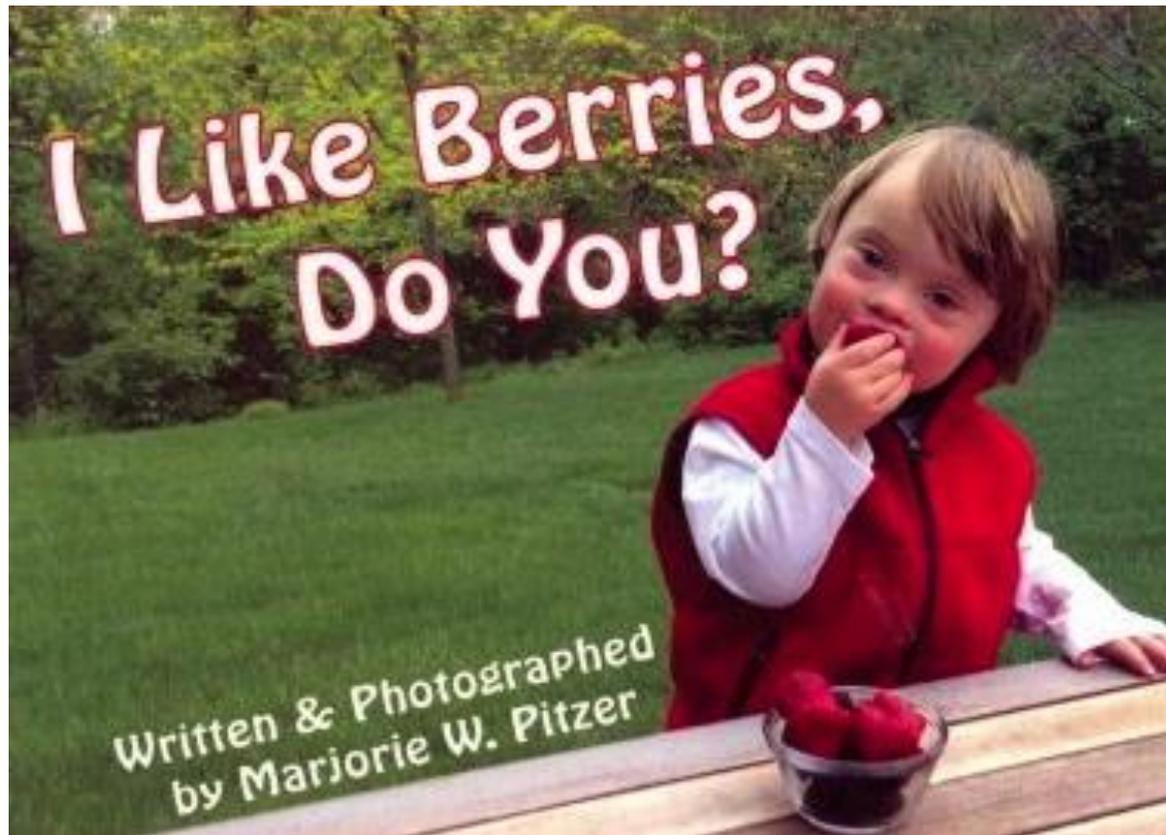
- Look through the book at circle time and point out the letters “M” and “O”
- Talk about the shapes of the letters
- Look for the letters “M” and “O” on labels, signs, toys, Tshirts during play

To read fluently, children will need to be able to recognize letters not just in alphabetical order, but in many other combinations, too.



# I Like Berries, Do You?

by Marjorie Pitzer



# I Like Berries, Do You?

**I like  
blueberries!**

**Do you?**



**I like  
oranges!**

**Do you?**



# I Like Berries, Do You?

## MATH CENTER

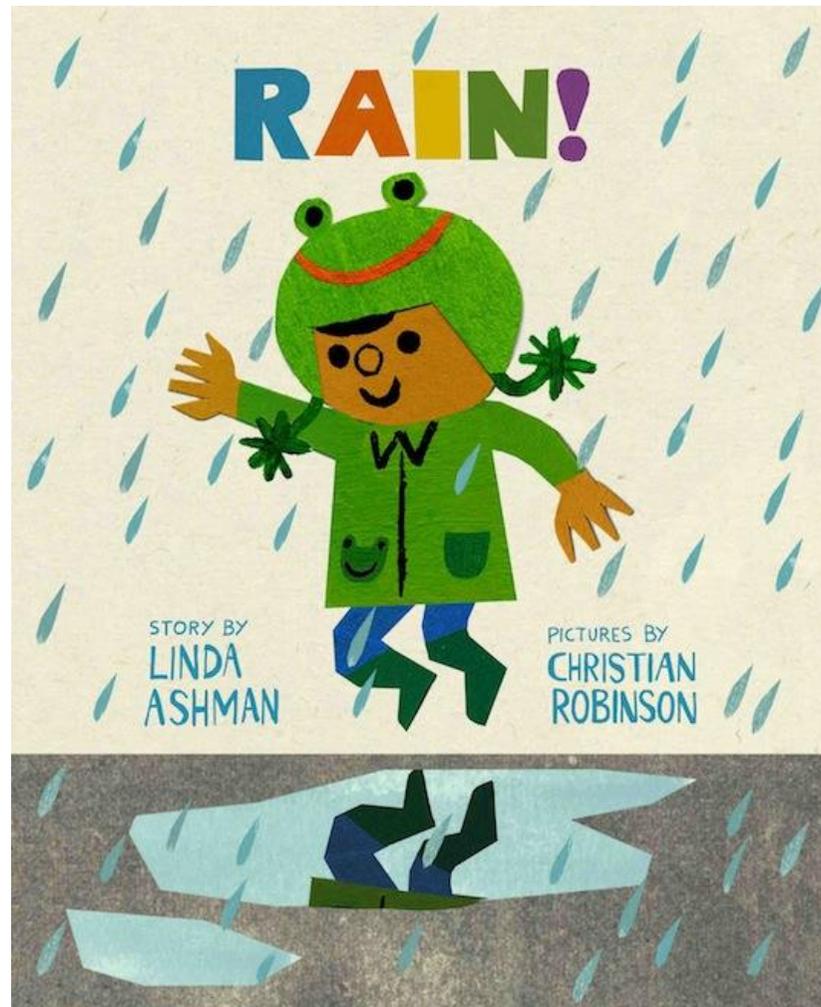
- Offer several kinds of berries to taste
- Make a chart showing each child's favorite berry
- Count which berry has the most votes and the least

This simple math project also builds vocabulary, print awareness, and print motivation skills.

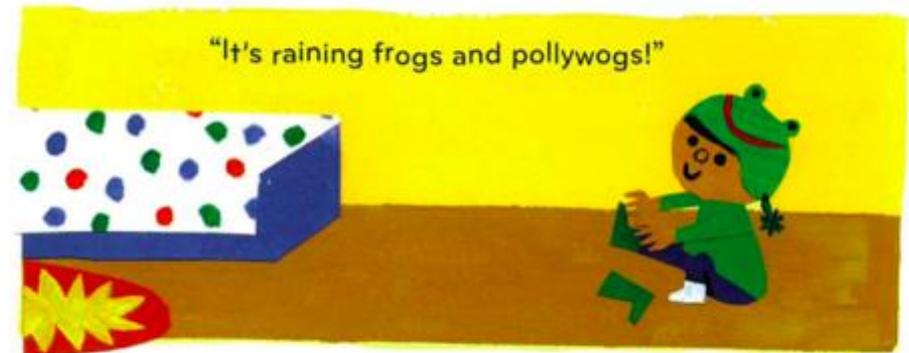
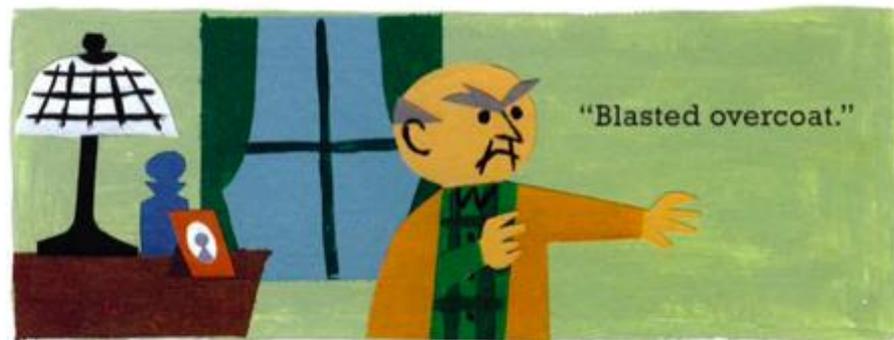
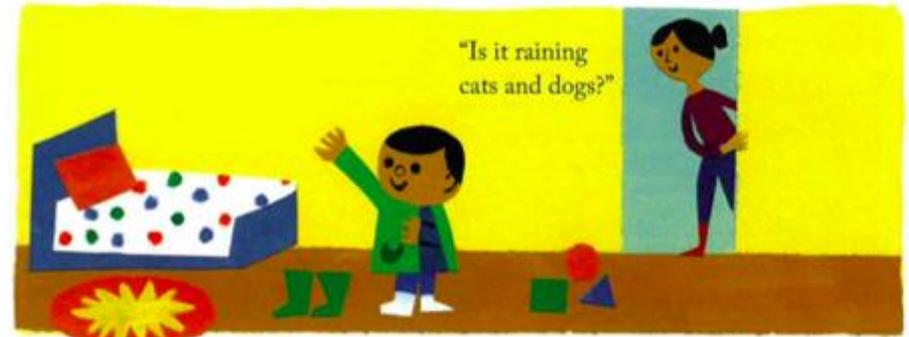


# Rain

by Linda Ashman, illustrated by Christian Robinson



# Rain



# Rain

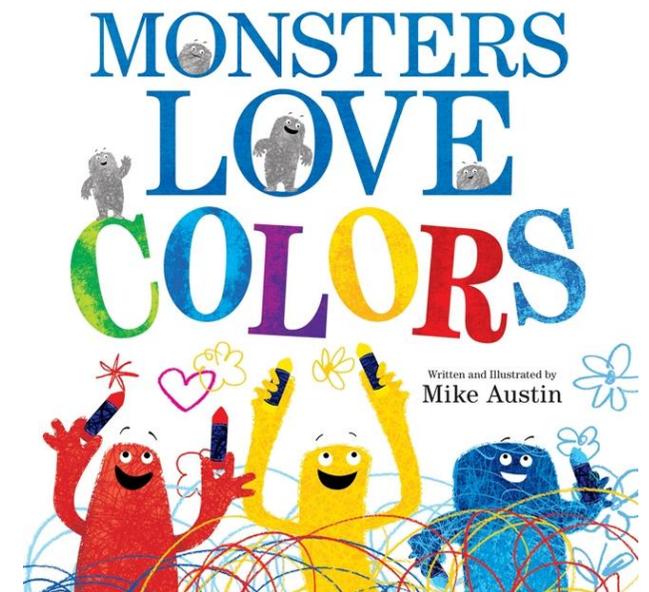
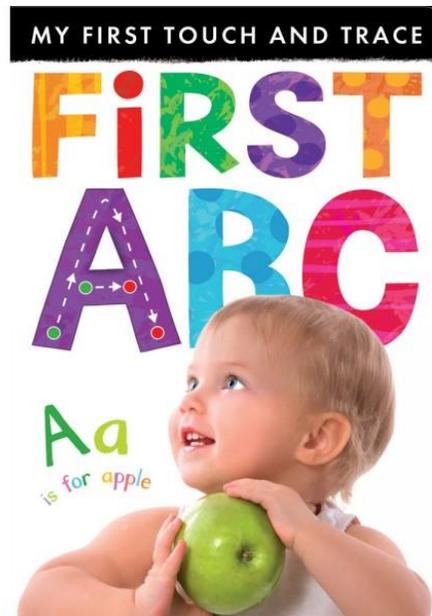
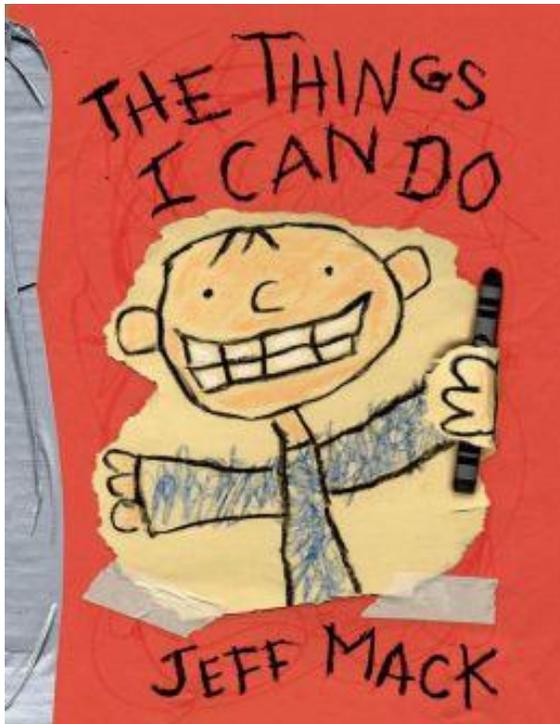
## DRAMATIC PLAY

- Set out dress-up clothes for rainy, snowy, and sunny weather
- Ask children where they are going, or what they will do, or how they feel about the weather, when they are “dressed”

Encouraging children to tell their own stories helps build comprehension skills. Children need to practice their words for feelings and non-concrete ideas, too.

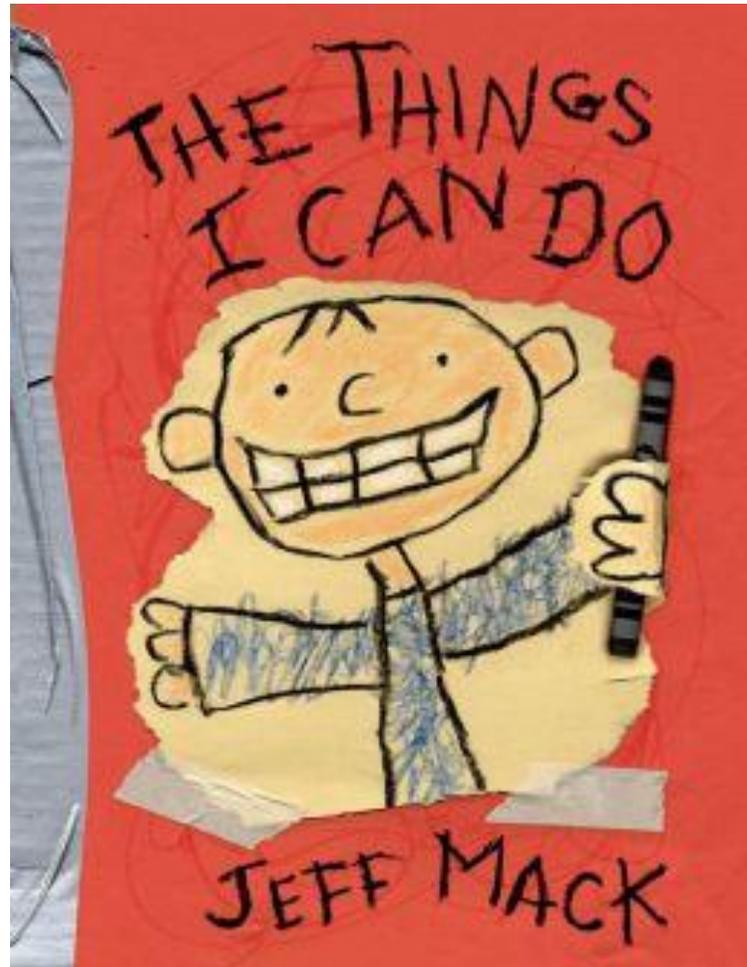


# Write and Literacy



# The Things I Can Do

by Jeff Mack





# The Things I Can Do

## ART CENTER

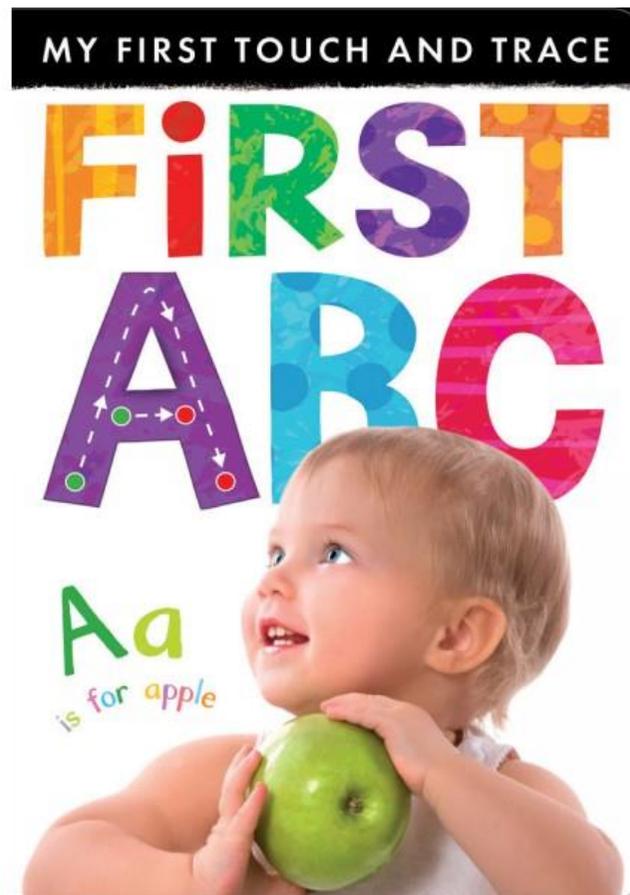
- Talk about all the objects in the illustrations
- Set out paper to tear, small objects or craft supplies
- Let the children glue their own collages

Tearing paper and holding and moving small objects builds finger strength and hand-eye coordination, which in turn will help children when they scribble, draw, and write.

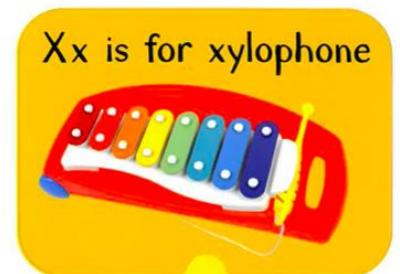
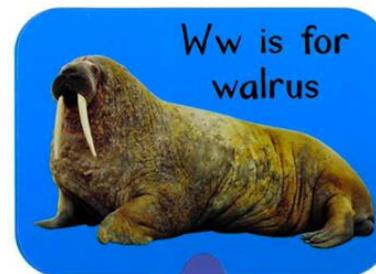
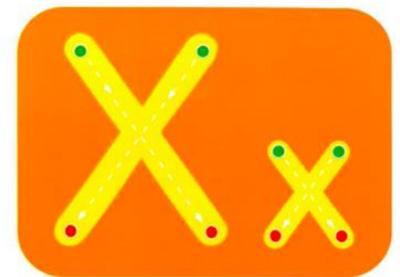
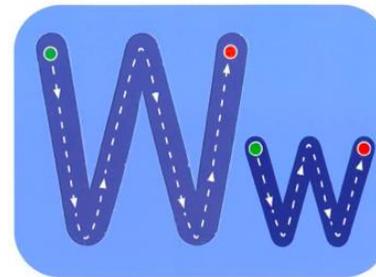
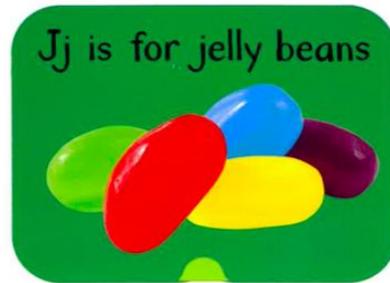
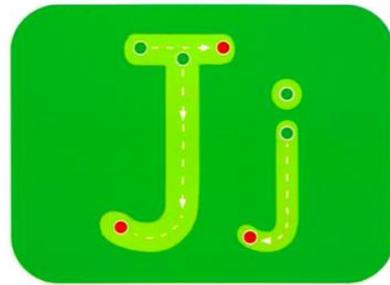
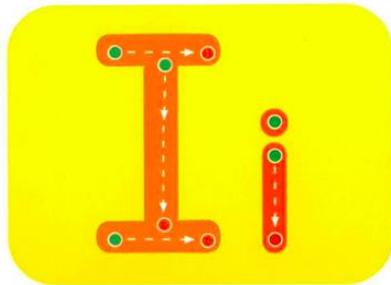


# My First Touch-and-Trace ABC

by Tiger Tales



# My First Touch-and-Trace ABC



# My First Touch-and-Trace ABC

## SENSORY TABLE

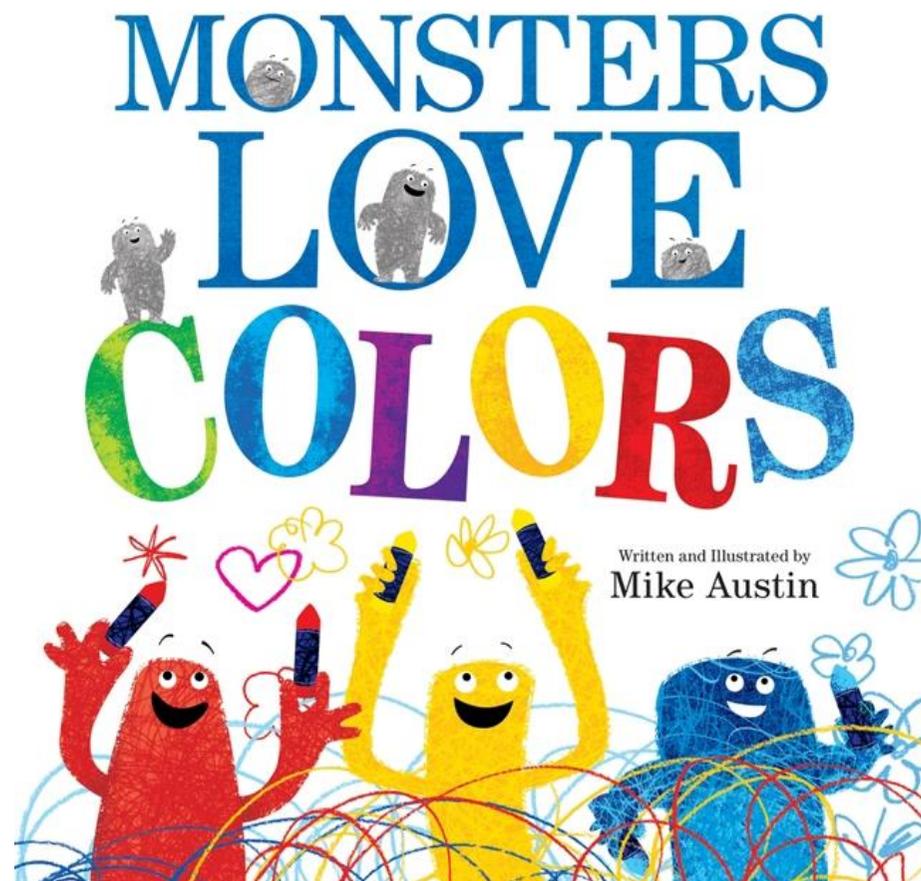
- Can use plastic trays or cookie sheets too
- Put rice, cornmeal, or shaving cream on each tray
- Let children use their fingers to draw lines & circles & letters

Even before children can successfully hold a pencil or crayon, they can experiment with making marks with their fingers, and exercise their hand, arm, & shoulder muscles.

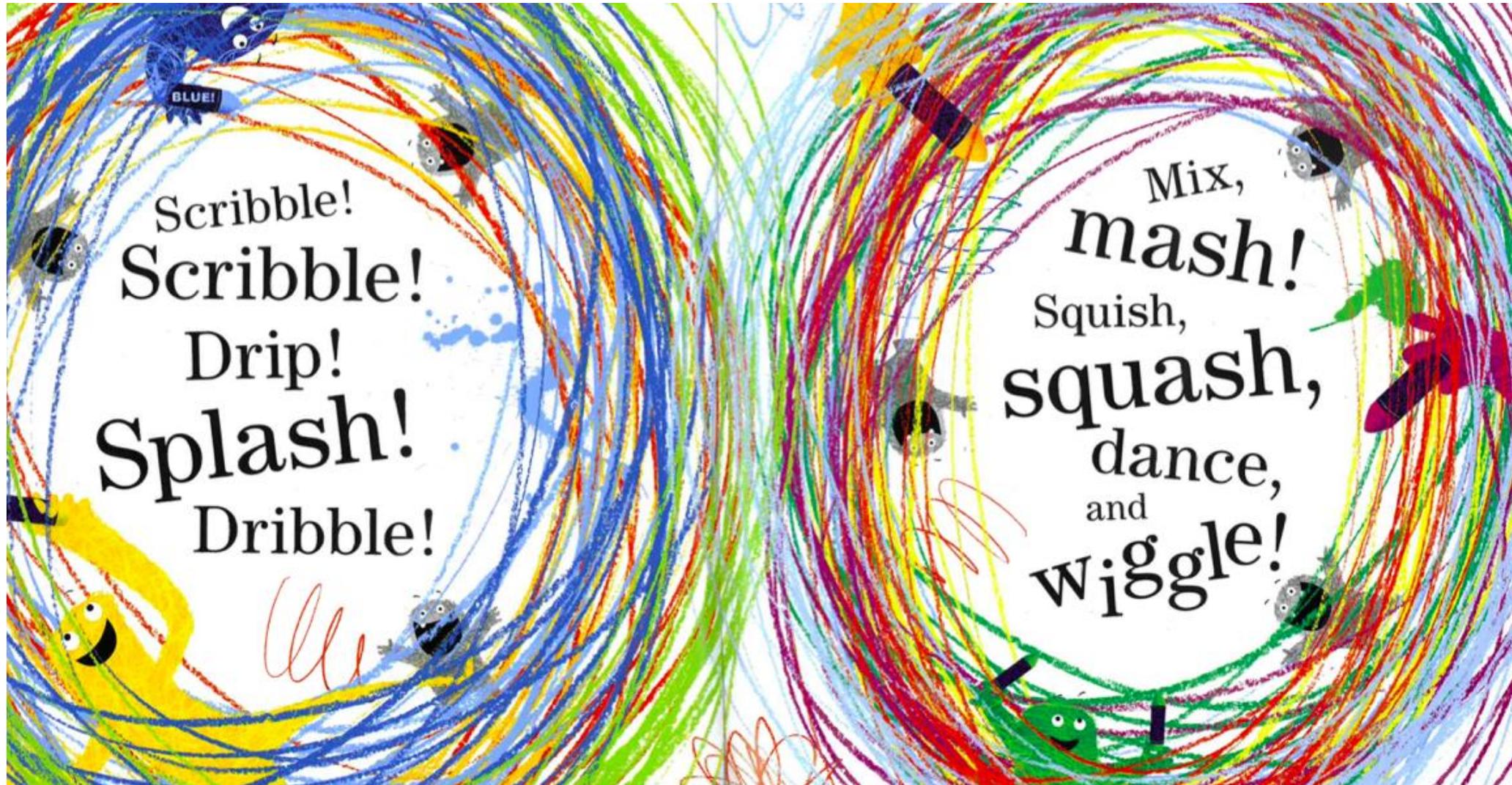


# Monsters Love Colors

by Mike Austin



# Monsters Love Colors



# Monsters Love Colors

## ART CENTER

- Set out paper on tables or easels
- Give children different shaped crayons to use
- Let them scribble all kinds of lines on the pages

Scribbling is an important pre-writing step for children who are not yet coordinated enough to make specific lines or shapes on the page.



# Session Review

- Every Child Ready to Read & Early Literacy Practices
- The 2014 Bell Awards & Activity Sheets
- Extending Picture Books to Build Early Literacy Skills
- Questions & Comments
- #beyondcircletime on Twitter



# Questions & Comments

# Key Information

- Colorado Libraries for Early Literacy  
[www.clel.org](http://www.clel.org)
- Bell Picture Book Awards  
[www.clel.org/content/bell-awards](http://www.clel.org/content/bell-awards)
- Help nominate books May-November 2014!
- [clelbellawards@gmail.com](mailto:clelbellawards@gmail.com)