Learning to Read While I Play:Embedding Early Literacy Instruction in Developmentally Appropriate Practices

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Components for Successful Planning/Intervention

Early Literacy Skills

Developmentally Appropriate Practices
Early Literacy Skills

- Motivation/Metacognition
- Phonemic Awareness
- Vocabulary/Language
- Comprehension
- Print awareness
- Letter knowledge
Motivation/Metacognition

- Instilling ENJOYMENT of reading
- Teaching the FUNCTION and IMPORTANCE of reading and writing
- Instructing in the PROCESS of becoming a reader and writer
Phonemic Awareness

• Playing with sounds
  • Rhyming
  • Segmenting
  • Blending
  • Letter/sound relationships
Vocabulary and Language

- Knowing words, words, words
- Using language to communicate
  - Verbal ... that includes language, meaning, expression/fluency and sequencing
  - Written communication ... from earliest forms of drawing and print to “the real deal”
Comprehension

Demonstrating understanding of print, language, and literature

- Using sequencing
- Making predictions
- Retelling
- Developing ‘relationship’ with literacy and language
Print Awareness

Learning that text moves from top to bottom & left to right
Recognizing print has meaning & function
Alphabet Knowledge

• Learning letter names
• Demonstrating function and connection
Caveat #1

- Early literacy skills also require
- Direct instruction
- Embedding in class routines
What is Developmentally Appropriate Practice?

Activity Based Intervention
Our Focus
Mastery will occur when intervention is engaging, relevant, motivating, meaningful.
Question

When is intervention engaging, relevant, motivating, and meaningful to children?
Answer

When they are playing
A Few Words about ‘Play’

• Mark Twain: “play is the work of children”

• Play may be ‘work’ for children but is even MORE work for adults

• What play is NOT

• For our purposes: play=ABI
Caveat #2

- Intervention based on activities and play requires
- Effective ongoing classroom management strategies
- Continuous instruction in personal-social skills
Facilitating Play as Effective Intervention

Planning based on goals

Careful assessment and use of data

Structuring environment and providing materials

Active participation from adults to scaffold skills and differentiate instruction

Attentive monitoring

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Fringe Benefits

- Activity based intervention works in ALL domains ... can just as easily be working on pre-math or adaptive skills ...
- Intervention through play supports appropriate behavior choices and makes classroom management less challenging
Begin with the End in Mind

- Divide into small groups
- Pick two goals and one theme
- Plan & record (15 minutes)
- Share with large group
What this might look like sample plan sheet

What’s wrong with this picture? /Hh/ is for hair