

The Brookes E-Pak Series, #1:

# Free Literacy Activities You Can Use Today!



## The Highlights . . .

- say-it-and-move-it, p. 2
- multisensory teaching, p. 9
- trolls on phonemes, p.11
- storybook activities, p. 12
- treasure hunting, p. 16
- following recipes, p. 19
- the early years, p. 23
- book-reading time, p. 24



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**BROOKES**

## Teacher Notes for Lesson 1

### Say-It-and-Move-It

*Say-It-and-Move-It* is an activity designed to heighten an awareness of the phonemes in spoken words. It is intended to take approximately 5–7 minutes of each lesson and can be conducted with a group or with individual children. Children are taught to segment words by first repeating a target word and then moving one disk (or other small object, e.g. tile, block, or button) for each sound that they say in the word. Finally, after the word is segmented, it is blended (spoken normally).

*Say-It-and-Move-It* sheets are used in each lesson. These are in the **Materials Section** of the manual and should be photocopied. (The words **Materials Section** are in bold to alert you that the materials you need to prepare (e.g., photocopy, color, cut) for the specific activity being described are provided in the manual.) For variety, you can use sheets with different pictures or shapes on different days. For the first few lessons, you might give each child a *Say-It-and-Move-It* sheet with a clown face on it. The following week, you might want to use a different *Say-It-and-Move-It* sheet for each lesson. The picture or shape is simply a place for the children to store their disks.

You should begin by modeling the correct way to segment the target word. (It is easier to model this task if your *Say-It-and-Move-It* sheet is facing the children.) First the target word is spoken; then each sound is spoken in an elongated fashion as a disk is moved for each sound. Pause only if there is a ^ sign to represent a pause. Stop sounds (sounds that cannot be held without distortion, e.g. /b/, /d/, /p/, /t/) are spoken quickly and are not elongated.

All vowels used in these activities have their short sounds. If you are unfamiliar with the short vowel sounds, you might use these key words to help you remember them:

- a as in apple, animal
- i as in igloo, itch
- o as in octopus, olive
- u as in umbrella, ugly
- e as in edge, Ed



Because the *Say-It-and-Move-It* activity utilizes a lot of stimulating materials (e.g., blocks, disks, pictures), it is important to teach your students specific behaviors to use during the segmentation part of each lesson. If you follow these suggestions, the *Say-It-and-Move-It* activity will be more successful.

First, the children need to be sitting still on their chairs and watching you model the activity. This is an activity that requires focused attention. Remember, however, that this portion of the lesson takes only 5–7 minutes, so the expectation for focused attention is developmentally appropriate for most kindergarten children.

Next, it should be stressed to the children that only one finger of one hand should be used for moving the manipulative objects (e.g., disks, tiles, blocks). It is helpful to encourage the students to have their "moving finger" ready. You might want to have the children hold up their index (pointing) finger to show that it's ready. Some teachers sing a song or play a little game ("show me your ready finger") to encourage the children to use just one finger. If the children use two or more fingers or both hands to move the disks, it is helpful for you to say, "Watch me. I'm using only one hand and one finger of that hand. Now, you try it."

In addition, the children should always store the manipulative objects on the picture portion of their *Say-It-and-Move-It* sheets. You can be creative in your instructions depending on the particular picture you are using.

For example, if the clown face is being used, you might say, "Let's give our clowns earrings or teeth with our disks today." This type of instruction may reduce the amount of fiddling or excess playing with the objects as the lesson begins. Finally, teach the children to "sweep" the objects back to the picture after completing each segmenting task.

It is important to remember that this is a listening (oral language) and sound counting activity. It is not a letter recognition activity or an activity in which the letters must be associated with sounds. Therefore, any sounds could actually be used. Because the children will learn the short sounds of the vowels during the letter sound portion of this program, we have chosen to include only short vowel sounds during the *Say-It-and-Move-It* activities in this manual. **Remember, when you see a letter inside these slanted lines / /, use the letter sound. When the letter is underlined, use the letter name.**

You will also see sentences or phrases in **bold**. This is suggested dialogue to use with your children. The script that is not in bold is not meant to be read aloud.

## Letter Name and Sound Instruction

Like the *Say-It-and-Move-It* component of this program, *Letter Name and Sound Instruction* is a part of each lesson. It has been determined that instruction in phoneme awareness is more effective when it is combined with instruction in letter sound correspondences. If this is the first time that you are working on letter names and sounds with your children, it will help the children if you explain that **all letters have both a name and a sound**. This is an abstract concept, and many children don't understand this idea until it has been presented many times and with many examples.

Throughout the program we will be introducing several games to provide students with additional practice opportunities for mastery of letter sound correspondences. This component of the lesson will vary in length, depending on whether a game is introduced. In general, you will spend about 5–10 minutes on this portion of the lesson.

In this manual, we have chosen to introduce only eight letters. This does not mean that we think these are the only letter sounds the children need to learn. The eight sounds we have chosen include two short vowels and six consonants. Numerous phonetically regular consonant-vowel-consonant words can be made using these letters. Thus, knowledge of these sounds will be particularly useful when children start to read words at the end of this program.

## Phonological Awareness Practice

The activities suggested in this component of each lesson provide practice in a range of simple phonological awareness tasks.

## Sound Categorization by Rhyme

The first activity to be introduced is Sound Categorization by Rhyme. That is, the children are going to practice grouping together words that rhyme. The same materials and the game description that appear in Lesson 1 will be used later in the program for Sound Categorization by Initial Sound.

To play the game, there are some things you need to prepare ahead of time. You might want to photocopy and laminate the Sound Categorization by Rhyme and Initial Sound cards from the **Materials Section** in this manual. Each page can be cut into four separate picture cards, grouped into the recommended sets, and filed by set in a recipe box. Index tabs can be used to identify each set and to separate the rhyming sets from the sets based on initial sounds. The list of recommended sets can be found on each page of cards. We have included duplicates of some pictures because some of the picture cards will be used for grouping words by rhyme and by initial sound.

## Lesson 1

### Say-It-and-Move-It

Materials: 1 *Say-It-and-Move-It* sheet per child  
2 disks or tiles per child

Today you will work on single sounds and single sounds repeated:

/a/  
/s/  
/t/  
/t/ ^ /t/  
(^ indicates a slight pause)



To begin the lesson, each child has one *Say-It-and-Move-It* sheet and one disk. You should also have a *Say-It-and-Move-It* sheet facing the children, so it is actually upside down for you.

For this first lesson, when you give directions or ask questions, it is expected that the children will respond as a group.

Teacher (T) says:

T: **We are going to play a game called Say-It-and-Move-It. What's the name of the game?**

Wait for the students to respond with "Say-It-and-Move-It."

T: **Watch me and listen. I'm going to say a sound. /a/.**  
Remember to use the short sound of a as in apple.

T: **Now I'm going to say it and move it.**  
Demonstrate for the children by placing your finger on a disk, drawing out (holding) the /aaa/ sound, and simultaneously moving the disk below the thick black line to the black dot at the left hand side of the arrow at the bottom of the *Say-It-and-Move-It* sheet. Then point to the disk and say,

T: **/a/, one sound.**

T: **Now I'm going to sweep the disk back to the \_\_\_\_\_ (clown, boat, or whatever object is pictured).**  
Move the disk back to the pictured object.

T: **Now it's your turn. Listen first.**

T: **Say /a/.**

T: **What sound?**

Wait for a response from the children.

T: **Now, say it and move it.**

If the children have difficulty, this is a good time for you to model the correct response again. Say, *Watch me*, and then demonstrate *Say-It-and-Move-It*, just as you did earlier. The children should then repeat the activity with /a/, as described above.

T: **Let's try some different sounds.**

Use the same procedure as above for introducing /s/ and /t/. *Hiss* with the /s/, and be careful with the /t/. Don't elongate the /t/ when you say it and move it. Say it quickly. Sometimes it is helpful to refer to these stop sounds as "hot sounds" so that the children "get off" of these sounds quickly.

T: **Now we're going to try something even harder.**

Take a second disk.

T: **Are you ready? Listen and watch me.**

**I'm going to say a sound, but I may say it more than once.**

T: **/t/ ^ /t/**

T: **Now I'm going to say it and move it.**

**/t/ ^ /t/.**

Move one disk below the line as you quickly say the first /t/, and move the second disk as you say the second /t/.

Move your finger from left to right under the two disks and say,

T: **Two sounds.**

Sweep the disks back to the picture.  
Give each child a second disk.

T: **Now I want you to try it.**

T: **Ready? Listen.**

**Say, /t/ ^ /t/.**

Wait for the children to respond.

T: **Now, say it and move it.**  
Again, wait for the children to respond and then say,

T: **How many sounds?**  
If the children don't respond correctly, you should say,  
Two sounds.

Have the group or individual children try various combinations of /a/, /t/, and /s/, presented as single sounds or sounds repeated.

### Letter Name And Sound Instruction

#### *2: Introducing the Letter a*

Materials: Large alphabet picture card of the letter a

Introduce the large alphabet picture card of the letter a (both large and small alphabet picture cards are in the **Materials Section** of the manual). It will add interest if you have colored this card before you show it to the children. If you do color the card, make sure that you retain a black and white copy of the picture card that can be photocopied for the children to color in later lessons.

You might tell the children that **one sound that this letter makes is /a/ (as in *apple, ant, and ask*)**. Talk about what you see in the alphabet picture card. Point to various parts of the picture and isolate the /a/ sound in *ant* and *apple* (e.g., "Apple, do you **hear** the /a/ in apple?"). Help the children think of other words that start with the /a/ sound.

Take turns asking children the letter's name. Take turns asking children the letter's sound. Then mix the two (letter name and sound).

### Phonological Awareness Practice

#### *Sound Categorization by Rhyme*

Materials: 3–5 sets of Sound Categorization by Rhyme cards  
Recipe box (optional, see **Teacher Notes**)  
Index tabs (optional, see **Teacher Notes**)

To Play: Select a set of Sound Categorization by Rhyme cards. The players must determine which one of four pictures does not belong in a set. Place the four pictures on the table in front of the children while singing or saying the following verse:

**One of these things is not like the others.  
One of these things does not belong.  
One of these things is not like the others.  
Which of these things does not belong?**

After the cards have been placed on the table and the song has been sung, ask the children to name each picture. You may need to name the pictures along with the children. Then ask the question, "**Which one does not belong?**"

Have the children tell which card doesn't belong and have them tell why (or supply the rule). For example, if the objects pictured were *hat*, *cat*, *fish*, and *bat*, the children might say, "*Hat*, *cat*, and *bat* all rhyme or end the same, but *fish* doesn't."

In developing categorization by rhyme, the children may attempt to classify by some other principle, for example, by color or semantic category (e.g., farm animals). Acknowledge the correctness of their observations, and continue with a statement such as, "**Yes, that's right, but I'm thinking of a different rule. Can you think of my rule?**"

## A Despairing E-mail from a Parent . . .

it is Thursday at 4:am and I can't sleep and I can't come this weekend. Michelle is having a terrible time at school this year-honors math teacher doesn't want her in the class Michelle can't go fast enough-english teacher thinks her students are cheater and treat them that way what a mess history teacher is a cow boy and relates all history to sports and lectures the whole period michelle is a visual learning

we had a meeting with them at the opening of school and it fell on deaf ears

I only wish I could find orton teacher in the content areas these teachers DON'T have a clue how to break down the learning

so what do we do well right now kevin and I take turns doing her home-work with her she knows it at home and then at school she draws a blank - they say she didn't study I want to kill them

Do you see why you need to be at Columbia and you have to be a beaken so teachers know teaching is more that opening a book and presenting Long winded . . . I need to look into another school I will visit today or back to home schooling.

I received from an academic language therapist, who is dyslexic, this despairing e-mail about her daughter, who also has dyslexia. I use it with her permission because it highlights poignantly the relentless frustration that the parents of a dyslexic child experience, even if they themselves are knowledgeable about their dyslexic child's needs, as they try to ensure that their child receives an appropriate education. This e-mail makes clear two questions: Why is valuable information about how this child learns best not taken seriously by her teachers? Can parents learn ways to communicate with teachers that will yield better results? Moreover, the e-mail emphasizes the common finding of the lack of teacher knowledge and preparation to meet the range of abilities in the classroom. Unfortunately, it is often assumed that one kind of instruction will fit all. If Michelle's teachers had considered using some multisensory techniques such as the ones outlined in this book, she as well as others no doubt would have benefited.

### The Need for this Textbook

From teaching practice and research results, we now know that the best way to teach children with a broad range of skills and weaknesses in language and reading abilities is to provide effective instruction "that is explicit, systematic and sequential"

and, "is active and engaging, emphasizes discovery and understanding, and is aided by frequent opportunities to practice" (Brady & Moats, 1997, pp. 9–10). Teacher modeling, using step-by-step prompts, direct questioning, and individualization are other ways teachers can make instruction effective.

Also evident in this e-mail is the persistence of the learning disability at each level of language complexity in school. Here we see the need for an informed developmental perspective that is sustained and carefully monitored throughout the child's schooling. The demand for higher level problem-solving skills increases in adolescence even though the student may still have difficulties with reading and spelling. The form of the e-mail message itself signifies the linguistic uncertainties of the writer and the hereditary component of dyslexia, as well as the strengths and weaknesses of the student. The e-mail I received reinforces the importance of promoting knowledge and understanding among all of the people in the child's life so that the individual who has dyslexia or is struggling to grasp the essential skills to function in life can thrive rather than fail unnecessarily.

Reading itself is not a natural process and calls on many areas of language processing and adept instruction for a successful outcome. So, teachers who work with students at risk of failing to learn to read or with those already falling behind need a wide range of experience and a strong knowledge base from which to make judgments about what to teach, how to teach it, when to teach it, and to whom. When a child struggles with written language, none of the myriad layers of language processing can be taken for granted. Each individual is different and brings to the task unique cognitive and linguistic strengths and weaknesses. Therefore, teachers who work at prevention, intervention, or remediation require a foundation as broad and complex as reading itself.

This text on multisensory structured language education (MSLE) provides that foundation and offers components of instruction and effective teaching strategies that teachers can put into practice for students with dyslexia and others struggling to learn to read, write and spell. It is a guide to helping students become literate by providing teachers and teacher educators models of recommended practices essential for preparation in the complicated task of literacy instruction.

#### References

Brady, S., & Moats, L.C. (1997). *Informed instruction for reading success: Foundations for teacher preparation*. Baltimore: The International Dyslexia Association.



## Troll Talk II: Phonemes

**Objective** To reinforce students' ability to synthesize words from their separate phonemes.

**Activity** This activity is analogous to that presented in 6E: Troll Talk I: Syllables, except that the troll describes his treats phoneme by phoneme instead of syllable by syllable. Everyone sits in a circle, and the teacher tells a tale:

Once upon a time, there was a kind, little troll who loved to give people presents. The only catch was that the troll always wanted people to know what their present was before giving it to them. The problem was that the little troll had a very strange way of talking. If he was going to tell a child that the present was a *bike*, he would say "b...i...k." Not until the child has guessed what the present was would he be completely happy. Now I will pretend to be the troll, I will name a surprise for one of you. When you figure out what it is, it will be your turn.



Choose one child and pronounce the name of a present, syllable by syllable. When the child guesses the word, she or he is to name a present for somebody else. Work up from short (two- and three-sound) words to longer ones as children become more adept at hearing the sounds. It is best to limit the game to only four or five children on any given day or it becomes a bit long. Examples of gifts include the following:

ape	cheese	moose	soap
bean	desk	pan	stool
book	dog	pea	stump
bow	dress	pen	tie
bread	eel	phone	train
brick	glass	shoe	truck
broom	ice	skate	

**Note** If the students are not familiar with trolls, then substitute another person or creature from folklore such as a leprechaun, unicorn, or elf.

**Variation** Each child gets from one to three "secret" pictures. They may now give the things in the pictures as "presents," one thing at a time, to another child by sounding out the word. The child who receives the present has to guess what it is before he or she can have the picture.

## Literacy Center Activities for *The Kissing Hand*

### WEEK 1

Several activities for this center will involve the families' sending in things from home. You may want to send home one letter at the beginning of the week and/or short notes throughout the week. A sample letter is included at the end of the module, and a sample short note is included within this section. It is crucial to include children whose families do not choose to participate. Suggestions are made for how these children can be made to feel as important as their peers whose families did contribute.

#### Day 1

Record the story on audiotape. Have one child's parent or, if possible, different children's parents record different parts of the story prior to class. If more than one parent reads the story, see whether the children can identify the voice of their own parent. Let the children play the tape and listen to the story as they turn the pages of the book.

Create "Things I'd Like to Do" books. Using old early childhood education and toy catalogs, let the children find and cut out pictures of toys, books, and activities they would like to do. Children love looking at toy catalogs and dreaming about what they would love to have. Some children may want to cut out pictures of their favorite toys, whereas others may look for things they would like to have. Even children who have few toys at home (or no home) can have a great time putting together a book of wishes. (This is also a great opportunity to learn a lot about what type of toys and materials the children prefer.)

With the children's assistance, write a note requesting that the parents send in one of their child's favorite toys or "things" (see the Art Area) and pictures or drawings of people who love them. (This can be made ahead of time, if needed, but the children should observe and help write a letter at the Literacy Center.) The children will be aware of the content and be more likely to share it with their families. They will also become more aware of how the written word can convey a message that has a consequence. A sample letter might be similar to the following:

Dear family,

At school we are making a collection of our favorite things and a collage of pictures of all of the people who love us. Please send in one of my favorite toys or "things" and a picture or two of people who are important to me so that I may share them with my friends. If you don't have a photo, you could draw a picture of someone who loves me.

Thanks. You can come look at our room when it is finished and see if you can find my toy and picture!

Love,

P.S. Please put my name on my things so I will be sure to get them back.

Day 2      The tape of the story is available for the children. Continue making the "Things I'd Like to Do" books. Label each of the pictures with a word, phrase, or sentence dictated by the child (or that you have modeled for the children who are developmentally younger). Some children may want to write (in their own innovative style), and you can write their meaning beneath their "words." Other children may copy a model word, phrase, or sentence or just write their names.

Day 3      The tape of the story is available for the children. Make captions for the pictures that the children have brought from home. These will be used to make a collage on the bulletin board in the Art Area. In the Literacy Center, the children may tell you (if they can) who is/are in their pictures. You can then write down a caption for each picture on a small strip of paper to be attached under the picture on the collage ("Mommy is singing Happy Birthday"). Watching you write the caption will encourage the children to "read" the caption to their peers.

Day 4 The tape of the story is available for the children. Continue to make captions for the pictures brought in for the collage. Let the children make a card for their families to tell them "I love you," just like Chester tells his mom at the end of the story. This activity can be done over 2 days to make sure that the children maintain their interest and attention. Let only three children at a time work at the center so that you can give them prompt assistance. (Children can "buy" or receive a ticket with a number on it, so they know when it is their turn.) First, the children can fold a piece of light-colored construction paper (approximately 5" x 10") in half. (This is a good fine motor and spatial planning task, but some children may need assistance.) Place the folded piece of paper on the table in front of the child with the fold at the top and the opening facing the child. Have the child make a fist on the top of the card so that you or a peer can trace around his or her fist. Then, open the card lengthwise in front of the child and trace the child's hand while it is open with the fingers spread apart. Have the child copy or trace the words "[Child's name] loves you," or you can write the words as the child dictates his or her own name.

Day 5 The tape of the story is still available for the children. Continue making the cards for the families. The cards can be finished with a flat, pasted-on heart or a pop-out heart. Let the children choose how they want to decorate the card. Depending on the children's ability to cut, they can trace and cut out small hearts (color of their choice) to be placed in the center of their palm on their cards. You may also have some precut hearts for children who cannot yet cut (although they may be given paper to snip so that they are involved and begin to acquire cutting skills). Then, you can give each child a strip of construction paper (approximately  $1\frac{1}{2}$ " x  $1\frac{1}{2}$ " ) and demonstrate and assist the children in folding the strip back and forth like a fan. The child can then paste the heart (either the one he or she cut out or a precut one) to one end of the strip, and the other end of the strip can be glued to the center of the open hand inside the card. When the card is opened by the family members, the heart will pop out! (Note: Not all children will be able to do all aspects of this project. You may need to be open to modification so that the card that goes home is truly the child's effort and not yours. Although some hearts may not look like hearts [some may not pop out, some may be unreadable], they will still be cherished by the family at home.)



Have the children include their families even more by sending home letters that ask families to make cards to send to their children at school. Let the children fold a piece of blank colored construction paper (color of their choice), and have them paper clip the following note to the construction paper. Read the note to the children, and tell them to be sure to give it to "someone special" at home. Send home the papers with each child at the end of the day.

Dear family,

We are reading a book called *The Kissing Hand*, which is about a raccoon named Chester who is afraid he will miss his mother when he goes to school. His mother gives him a special kiss in the palm of his hand and sends her love with him to school.

We would like your cooperation for a special activity for the children relating to this story. If you will make a card for your child with the attached piece of paper, we will share the cards and read them in the Literacy Center in class. You may want to draw a picture, write a special note, attach a family picture, or any other creative idea! Make it a family project! We believe that your children will cherish these cards and that they will provide a way to remember that their families love them, just like Chester's mother. We will keep your card in a special place where your child can look at it whenever he or she needs to "connect" with home and remember your love.

Please send this card back on Monday.

Thank you.

## Treasure Hunt

Main Purpose	To use print and symbols as tools to gain knowledge  Children learn that graphic symbols and written words can be used to gain information about procedures and activities required to attain a goal.
Materials	Cards with written words, graphic symbols, and pictures; interesting objects, such as food, stickers, small toys, and books
Description of the Activity	<p>Organize a treasure hunt during which children search for objects (e.g., stickers, small toys or books, foods) in small teams using a set of cards with pictures (e.g., photographs of objects and locations), graphic signs (e.g., sign for the bathroom), and words to guide their hunt. Provide each team with its own itinerary to avoid confusion. Cards can indicate various locations in which children can find additional directions. In your directions you can use cards containing all three types of symbolic representations or cards with photographs/pictures only.</p> <p>This activity develops the following behaviors and concepts that are related to early literacy:</p>
Print/Book Awareness	Symbolic representation—pictures, graphics; print—awareness of graphic symbols, letter identification
Metalinguistic Awareness	Perception and memory for sounds—words
Oral Language	Vocabulary—words and sentences; literate discourse—conversations



### ADULT-CHILD INTERACTIVE BEHAVIORS

#### High Demand/Low Support

Children participate in the treasure hunt and independently conduct the search by deciphering words, graphic symbols, and pictures on the cards. They will read simple words and identify letter sound.

### Support Strategies



Open-ended questioning

Ask questions that encourage children to refer to the written and graphic information on the cards.

*How do you know where to go next?  
Why did you look under the sink?  
Where do you think it might be?*



Cognitive structuring

Help children read words by sounding out letters one at a time.



Task regulation

Narrow the task by providing clues.

*This word looks like the title of the book we read this morning in circle.*



Instructing

Say the first sound of the word to help children guess what the label says. Model reading words and identifying letters. Ask direct questions.

*What does this word say?  
What's the name of this letter?*

### Medium Demand/Medium Support

Children participate in the treasure hunt and are able to interpret cards with the help of more advanced peers. They will:

recognize a few memorized words

### Support Strategies



Open-ended questioning

Ask questions that encourage children to refer to the graphic information on the cards.

*Where can you find out where to look next?  
What does this card tell you?*



Task regulation

Narrow the task by providing clues.

*This sign shows something that goes up (a staircase).*

Give children choices.

*Does this word tell you to go to the book area or to the chalkboard?*



Instructing Pair children with a peer with more advanced skills. Ask direct questions.

*What does this say?*

### Low Demand/High Support

Children participate in the treasure hunt with peers. They will: identify objects, people, and actions represented by the pictures on the cards

### Support Strategies



Task regulation Give children choices.

*Does your card show a picture of a book or a table?*



Instructing Ask a peer with more advanced skills to model and guide children to the location represented in the picture. Ask children to identify pictures and associate them with the actual object or location. Model, and give directions.

*This is a barn. Go look in our animal barn.*

### Comments/Adaptations

Adaptations For children with visual impairments, prepare cards in braille or with relief pictures and signs or pair them with a peer who can read or interpret clues for them. Make sure objects and clues are placed in easily attainable areas for children with motor impairments.

Home Link Have children take home their treasure to show their parents together with a fill-in-the-blank note or card ["I found a (blank) in my treasure hunt today"].

## Following Recipes

Main Purpose To use print as a tool of thought

Children learn that print can be used to label and identify objects, to record and remember sequences of steps, and to guide individual and collective action. This activity focuses on the function of the written recipe and the object labels. The teacher should repeatedly refer to these two forms of print to show the children how print may serve as an organizational framework for individual and collective activities.

Materials Ingredients; containers; utensils; the recipe, written in large print on a big sheet of paper (Note: Write each step of the recipe in a different color, accompanied by a picture representing objects and actions involved in each step.)

Description of the Activity Arrange the ingredients for making favorite foods (e.g., cornbread, guacamole, gelatin) or other products (e.g., playdough) on a table. Explain the activity, referring to the recipe written on a large sheet displayed close to the table vertically. Ask the children to identify each ingredient, and write the names of the ingredients on labels attached to the corresponding objects. Have the children prepare the foods, and assist them, as necessary, in following the recipe. Once the activity is completed, encourage the children to reconstruct the sequence of actions involved in preparing the recipe. This activity can be easily linked to others, such as science projects and learning about other cultures. Making guacamole, for example, provides an opportunity to discuss Mexican culture and to learn Spanish words. The pit from the avocado can be used to start a plant and to watch it grow. Facilitate language by having children discuss aspects of the activity, label objects, and talk about the foods. Encourage children to think of words that rhyme with the ingredients (e.g., flour, power) and the colors (e.g., red, Fred).

This activity develops the following behaviors and concepts that are related to early literacy:

Print Awareness Print—awareness of graphic symbols, letter identification

Phonological  
Awareness

Perception and memory—words, phrases; phonological skills—  
rhyming, blending, segmentation

Oral Language

Vocabulary—words and sentences; literate discourse—categorical  
organization; decontextualization

#### ADULT-CHILD INTERACTIVE BEHAVIORS

##### High Demand/Low Support

Children follow and refer to the written recipe with little guidance  
from the adult. They will:

read simple words and follow print conventions of reading from  
top to bottom, left to right

##### Support Strategies



Open-ended  
questioning

Ask children to describe the activity using the written recipe as  
reference.

*How are we going to make the dough?*

*Which ingredients will we need?*

Ask children to make predictions based on the information in the  
written recipe.

*What do you think will happen when you mix the flour and the  
water?*

Have children make cause-and-effect inferences.

*Why is the dough green now?*



Task  
regulation

Have children focus on specific parts of the written information by  
sequencing actions while pointing to each individual step on the  
recipe.

*What should we do first?*



Holding in  
memory

Remind children to refer to the written recipe and pictures to guide  
their actions.

*What does the recipe tell us to do next?*

**Medium Demand/Medium Support**

Children refer to the written recipe and participate in the entire process with some guidance from adults and peers. They will: recognize familiar words and use first-sound cues and labels to identify ingredients.

**Support Strategies**


Cognitive structuring

Explain how print provides the information.

*I can find out what to add next by looking at this word.*



Task regulation

Make the task more concrete by having children describe what they are doing and associate actions and objects with words on the written recipe.

*Here's some water. Can you find the word water on the recipe?*

Highlight or underline specific words for children to read. Isolate the portion of the recipe that contains the correct word by covering part of the recipe with a blank sheet of paper. Provide choices.

*Is this word water or salt?*



Instructing

Provide a model (e.g., a written label on a card), and ask the children to match it with the corresponding word in the recipe. Model matching the first sound in written and spoken words. Show children how to use their knowledge of first sounds in words to find printed words.

*We're looking for the word f-f-f-flour. How does f-f-f-flour start? Can you find a word in this recipe that starts with f?*

**Low Demand/High Support**

Children refer to the written recipe and participate in the entire process with some guidance from adults and peers. They will:

recognize familiar words and use first-sound cues and labels to identify ingredients

### Support Strategies



Task regulation

Show children one line of the recipe, and ask them to find a word.

*This line says 2 cups of water. Can you find water? Can you find the number 2?*

Comment on children's actions, and ask them to identify the corresponding picture of an action or an object on the recipe.

*You're pouring water. Can you show me a picture of that?*



Instructing

Provide a model, and ask children to repeat. Encourage children to identify the first sound in written words and match it to the first sound in the spoken word.

### Comments/Adaptations

Comments

Recipes can be entered into the computer and printed out to give each child his or her own copy. Sequences of actions can be organized as flowcharts. Ideas for recipes include playdough, Jell-O, cornbread, banana bread, guacamole, soup, and cookies.

Link with Oral Language

Later in the day or week, ask children to recall and retell this experience. Write the steps that they remember, and encourage children to consider the sequence of steps and other words that describe what they did.

Adaptations

For children with visual impairments, prepare cut-outs of the ingredients that children can explore tactually, and print the names of ingredients in braille. Use Velcro fasteners or tape to facilitate the participation of children with motor impairments who can easily tape the cut-outs onto the recipe sheet.

More Ideas

Compile a cookbook of favorite foods that children have made in class and distribute to parents.

Home Link

Ask parents to send ideas for simple recipes, especially for dishes that are culturally diverse.

Reference Materials

Katzen, M., & Henderson, A. (1994). *Pretend soup and other real recipes: A cookbook for preschoolers and up*. Berkeley, CA: Tricycle Press.

## Is Experience in These Early Years Really That Important?

We learned from the longitudinal data that the problem of skill differences among children at the time of school entry is bigger, more intractable, and more important than we had thought. So much is happening to children during their first 3 years at home, at a time when they are especially malleable and uniquely dependent on the family for virtually all their experience, that by age 3 an intervention must address not just a lack of knowledge or skill, but an entire general approach to experience.

Cognitively, experience is sequential: Experiences in infancy establish habits of seeking, noticing, and incorporating new and more complex experiences, as well as schemas for categorizing and thinking about experiences. Neurologically, infancy is a critical period because cortical development is influenced by the amount of central nervous system activity stimulated by experience. Behaviorally, infancy is a unique time of helplessness when nearly all of children's experiences is mediated by adults in one-to-one interactions permeated with affect. Once children become independent and can speak for themselves, they gain access to more opportunities for experience. But the amount and diversity of children's past experience influences which new opportunities for experience they notice and choose.

The children we observed all developed normally, they all learned to walk and talk. At age 3, they were all effective speakers, at age 9-10 they were all performing adequately in third grade. But more than basic skills, effective communication, and common knowledge are needed in order to obtain advance education and to succeed in professional and technical occupations. Skills and knowledge can be improved or retrained; much more intractable are the differences in confidence and motivation gained from years of practice and encouragement in manipulating a vocabulary of symbols and using them to solve problems.



Heredity and maturation set up traits and trends that can be fertilized or poisoned by experience. But people also get better at those things they see and do more; whatever hereditary traits an individual brings to interactions with the environment, the amount of experience the individual has with symbolic language and problem solving cannot be unimportant. The strength of the relationships revealed by the longitudinal data between the amount of children's expressive and receptive experience and their later accomplishments convinced us that whatever the heredity of less advantaged children, more experience could not be irrelevant or wasted.

## Book-Reading Time

One of the most challenging times for teachers with both first- and second-language children in their classrooms may be book reading. Trying to keep all of the children engaged in listening to a book being read aloud, when only some of the members of the group may actually understand what is being read, can be difficult. For this reason, particular attention must be paid to developing a book-reading time that will work for all of the participants. Here are some suggestions for teachers:

1. **Keep it short.** Second-language-learning children cannot be expected to sit for long periods of time listening to material that they are not able to comprehend. In order to keep the book-reading time from becoming an endurance contest, teachers should choose books that can be presented in a reasonable amount of time. If the book is long and/or the group attention span is short, teachers should consider purposely stopping part way through and, after eliciting what the children think might happen next, putting the book away to be finished at a later time. This technique will help children develop an anticipation for book reading, will keep them interested, and will help them focus on the story line of the book. When the reading recommences, it will also be an opportunity to recap what happened in the story up until that time, giving children a reason to “stay tuned.”
2. **Consider small-group book reading.** When teachers sit down with a book and a small group of children, they can tailor how the book is presented and decide how to respond more carefully to the questions from the group. On some occasions, teachers can choose to have a small group that includes both English-speaking and second-language-learning children in the group. At other times, only English speakers or only second-language learners might be included, so that the presentation can be fine tuned for that particular audience.
3. **Choose books carefully.** Presenting a book to a group of children requires preparation. Different children’s books lend themselves to different types of presentations, and teachers should be aware of the possibilities of each book before it is read to the group. Any book that will be used in the classroom should be carefully reviewed for content, vocabulary, length, and special features, including cultural sensitivity.



There are many types of books for young children. Everything from alphabet and naming books to sophisticated renderings of fairy tales are available. The selection of a book should be made with the interests and understanding of the children in mind,

as well as the integration of the material with other activities going on in the classroom. Information detailing types of books for preschoolers can be obtained from sources such as *Children and Books* (Sutherland & Arbuthnot, 1991). Local librarians are, of course, also excellent resources for choosing books for particular audiences.

Predictable books are of particular interest for use with second-language learners because they feature highly repetitive and simplified text that makes it easy for second-language learners to become engaged with them. Books like the "Spot" series (Hill, 1980) can provide scaffolded text, making it easy for children to respond to them when they are read aloud.

4. Talk the story, rather than read it. If the illustrations and story in a particular book are appealing, but the children being read to are not likely to understand the text, teachers can modify the story by telling a version of it in a way that the children will understand. Of course, with often-read books, some children may know the text by heart and want the "real" version. This would be a good moment to explain that sometimes it is necessary to do things a little differently so everyone in the class can understand the story.
5. Read books more than once. Multiple readings of books will help children get more information from them each time they listen to the story. Vocabulary that was not understood the first few times may become more accessible with repeated readings. Each time through the book, different aspects should be highlighted, so the presentation will keep the children's interest high.
6. Encourage children to "read" to other children. Once children become familiar with a book, they can then become readers of that book to other children, particularly second-language learners. Again, it is not necessary that they have the text exactly right. What is important is that they can convey their interest, excitement, and understanding of the story to another child. A second-language learner may feel more comfortable asking for clarification or definition from another child than in a larger group with the teacher.

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**BROOKES**