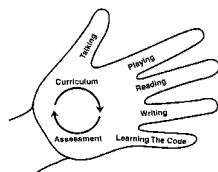


Promoting Literacy at Head Start

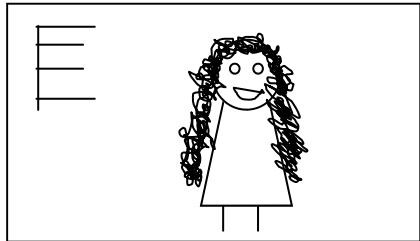
For those dedicated people who work to enrich the lives of children



FAMILY-BASED SOCIAL-EMOTIONAL LITERACY PROGRAM

“It takes a community to raise a child.”

GOAL: predictor of school success	WHAT YOU CAN DO
PRINT AWARENESS Goal: For children to learn that we know things because of print.	<ol style="list-style-type: none"> 1. Point to words throughout the day—children’s names on their name tag, signs, words in books, words on lists, words on boxes..... 2. Repeat things you write, pointing to the words.
EARLY WRITING Goals: <ol style="list-style-type: none"> 1. Pre-kindergarten children can write their name. 2. Children who can write some letters of the alphabet, write words often. 	<ol style="list-style-type: none"> 1. Have children copy words from the environment, such as a friend’s name tag, groceries in dramatic play, STOP sign. 2. Have children locate words in books to write on paper. 3. Once children make letter-sound connections, have them sound out words. Note: do not correct their spelling—just like you do not correct babies when they first start talking.
ALPHABET KNOWLEDGE Goal: For every pre-k child to know ‘important’ letters of the alphabet, such as letters in their name, family and friends’ names, STOP, etc. <i>Make a name tag before you begin working with the children.</i>	<ol style="list-style-type: none"> 1. Wear a name tag with what you want children to call you printed in large letters. 2. When printing children’s names on their work, 1) write in the upper left hand corner, 2) saying letters out loud. 3. Print letters of words in lower case saying letters out load.

GOAL: predictor of school success	WHAT YOU CAN DO
LANGUAGE Goal: Children are talked with at least 2.5 hours per day. <i>Elisa has drawn this girl with a green dress. What can you talk about?</i> 	<ol style="list-style-type: none"> 1. Talk with children about topics of interest to them. 2. Talk, especially to non-verbal children, about what they are doing. 3. Ask open-ended questions—those with no correct answer. Note: People, including children, feel stupid when they often get answers wrong. 4. When eating, children learn best when you model good manners, not by correcting their manners, which may make them not want to talk.
PHONOLOGICAL AWARENESS Goal: Children hear, and can say words that rhyme and start with the same sound.	<ol style="list-style-type: none"> 1. When talking with children, say, <ol style="list-style-type: none"> a. “That rhymes!” and repeat the rhyming words. b. “Those words—cat, kite—start with the same sound.” 2. Attend training with us or watch videos about phonological awareness and other literacy topics.
BOOK KNOWLEDGE Goal: Every child is read at least 100 books in an individual or small group situation. <i>Were you read to much as a child?</i>	<ol style="list-style-type: none"> 1. Read, look at books, or tell a story to an individual or small group of children as often as possible—during Work Time, outdoors, while children wait, on the bus.... 2. Have children read books to you. 3. Start the book by saying the title, the author and the illustrator. 4. Point to words often as you read to pre-kindergarten children, so that they learn that writing goes from left to right, top to bottom of page. 5. Point out question marks and exclamation points. 6. Point to, and spell, signs and significant words in books. “MOOOO” “HELP!” “No.”
TEST YOURSELF: Do you see children: Saying title of the book? Pointing to words as they read?	