

Integrating Literacy Throughout the Instructional Day

The Pre-K Coaching Corner
Wednesday, January 15th, 2025



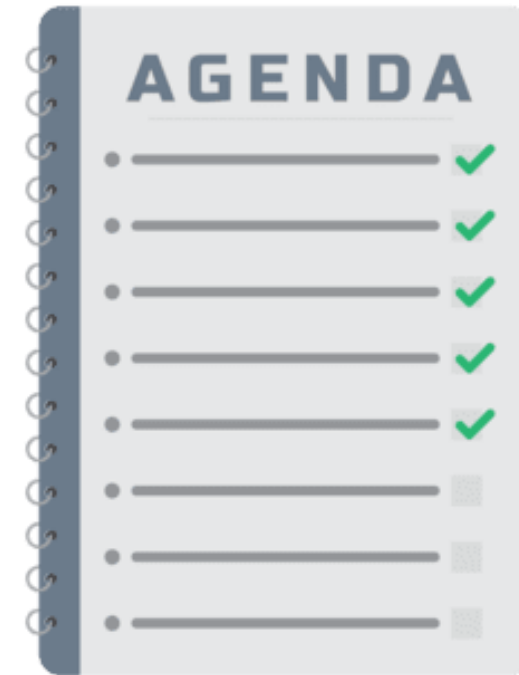


Session Norms

- Engage.
- Collaborate.
- Focus on solutions.
- Demonstrate a growth mindset.

Agenda

- ✓ Scheduled Literacy Practice
- ✓ Strategies for Adding Literacy to Other Times of Day
- ✓ Using Your Resources



Outcomes

As a result of today's session, you will be able to:

- Identify additional times of the instructional day to engage students in literacy learning.
- Develop new activities and strategies to engage students in literacy learning throughout the day.



The “Why”



- Designed to provide direct coaching support around foundational literacy skills
- Opportunity to learn new strategies, tools, and techniques

What is your favorite part of the instructional day? Why?

Please share in the chat!



Scheduled Literacy Practice



- ✓ **Morning Meeting and Message**
Predictable text, foundational skills
- ✓ **Free Choice Learning Centers**
Foundational Literacy, Library, Listening, and Writing
- ✓ **Large Group Literacy and Read Aloud**
Literacy skills practice, engagement with stories
- ✓ **Literacy Small Groups/Free Choice Literacy Centers**
Differentiated, intentional literacy practice



What are some other times of the day where literacy can be integrated?

Please share in the chat!

Additional Opportunities



- ✓ Arrival/dismissal
- ✓ Mealtime
- ✓ Restroom breaks
- ✓ Transitions to/from classroom
- ✓ In-class transitions
- ✓ Mighty Minutes
- ✓ Gross motor play
- ✓ Math whole/small group instruction
- ✓ Large Group Round-Up



Arrival and Dismissal



- ✓ Book Baskets
- ✓ Brigrance-related activities
- ✓ Writing and Journaling
- ✓ Literacy manipulatives
- ✓ Letter/sound hunts
- ✓ Literacy songs and videos



Mealttime



- ✓ Engage in meaningful, back-and-forth conversations.
- ✓ Integrate vocabulary.
- ✓ Ask higher-order questions.
- ✓ Engage in discussions about classroom concepts and topics of interest to the children.





Restroom Breaks

- ✓ Activity clipboard or bin/basket
- ✓ Letter, sound, and sight word practice
- ✓ Letter/sound hunt
- ✓ Sky writing
- ✓ "I Spy"



Transitions To/From Classroom



- ✓ Letter, sight word, etc. cards at door (consider using customizable buttons)
- ✓ “Password”
- ✓ Line up strategies- “Line up if your name begins with the ____ sound”, “Get in line if you have a ____ in your name.”

In-Class Transitions



- ✓ Skill reviews via PowerPoint/interactive board (sight words, CVC words, letters, sounds, etc.)
- ✓ Play games such as "I spy"
- ✓ Direction Games
- ✓ Describing Game
- ✓ Songs, Wordplays, Rhymes, and Chants
- ✓ TNFSCS Activities-Break It Up, Rhyme Time, etc.

Mighty Minutes



#203 Listen to Letter Sounds*
#212 Words That Rhyme!*
#213 Looking for a Letter*
#215 Once Upon a Blank*
#217 Mind on Rhymes*
#219 Rhyme Time*
#221 Roll & Rhyme

* Has an accompanying Mighty Minutes Poster

Listen to Letter Sounds

203

Objective 16

Demonstrates knowledge of the alphabet

b. Identifies letter-sound correspondences

Related Objectives: 1b, 8a, 8b, 15b

What You Do

1. Sing the following to the tune of "Mary Had a Little Lamb."

Listen to my letter sound,
letter sound, letter sound.

Listen to my letter sound.

It sounds like [/p/, /p/, /p/].

If your name starts with this sound,
with this sound, with this sound.

If your name starts with this sound,
it's time to [go line up].



Mighty Minutes® Poster

Mighty Minutes



- #229 Find It, Stick It
- #230 Syllables on the Move!
- #234 Perfect Pairs
- #236 Imaginary Bag
- #241 Rhyme Game
- #244 Alphabet Bag
- #252 Spinning Tires

Perfect Pairs

234

Objective 16

Demonstrates knowledge of the alphabet

b. Identifies letter-sound correspondences

Related Objectives: 1b, 2c, 11a, 13, 16a

What You Do

1. Pass out alphabet cards with two of each letter in the set, e.g., two letter *T*s, *S*s, and *P*s.
2. Encourage the children to find the child with the matching letter card.
3. Once children are paired, ask, "What letter do you have?" and "What sound does that letter make?" Offer support as needed.
4. Collect the cards and repeat the experience until the children have identified several letters.

Mighty Minutes



- #256 Same Sound Box
- #260 Letter-Sound Trouble
- #261 Do You Think?
- #264 Change the Name Game
- #266 Letter Sounds
- #271 Benny Bear
- #272 Silly Syllables

Benny Bear

271

Objective 15

Demonstrates phonological awareness, phonics skills, and word recognition

b. Notices and discriminates alliteration

Related Objectives: 4, 8a, 9a, 15a, 16b

What You Do

1. Write the following rhyme on chart paper and recite it aloud.

Benny Bear always knows
Which way big, brown bears should go.
He's bound to [bounce] right by the bees,
And move between the big birch trees.
How will Benny Bear move next?

2. Invite the children to notice all the words that start with the /b/ sound. Underline all of the *b* words.

3. Recite the rhyme again, encouraging the children to join you and bounce as they say the rhyme.

Mighty Minutes



- #274 What'd You Say?
- #279 Letter, Letter, Sound!
- #286 Simon the Snake
- #288 Rhyming Towers
- #291 Rhyme or Not
- #293 Alphabet Hold-Up
- #294 Count the Syllables
- #300 Letter Clues

Letter Clues

300

Objective 16

Demonstrates knowledge of the alphabet

b. Identifies letter-sound correspondences

Related Objectives: 8a, 9b, 15b, 16a

What You Do

1. Hold a letter card in your hand and recite the following chant.

I've got a letter in my hand.

It's special just like you.

Try and guess my letter now.

I'll give you some clues!

My letter sounds like [/p/, /p/, /p/].

It's the first letter in [Paul] and [pizza]!

2. Invite the children to guess the letter.
Show the letter card to the children to confirm their answers.



Gross Motor Play

- ✓ Direction Games
- ✓ Sky Writing
- ✓ Letter Building
- ✓ Gross/Fine Motor Tools-bean bags, scarves, sticks, balls, etc.



Math Whole/Small Group Instruction



- ✓ Word/story problems
- ✓ Using letters/words as manipulatives
(counting/sorting the number of letters in words, how many lines are in a letter, etc.)
- ✓ Math journals

Large Group Round-Up



- ✓ Reflecting on the day's skills (connecting to letter bundles, sight words, etc.)
- ✓ Re-visiting Morning Message (adding additional rhyming words, reviewing skills skipped during the morning, etc.)
- ✓ Discussing or "teasing" the next day's focus and skills.

Using Your Resources



- ✓ Prioritize using what you already have!
- ✓ Think outside the box.
- ✓ Don't be afraid to mix materials or use them in unintended ways.
- ✓ Focus on engagement and interest.
- ✓ Change and rotate materials frequently.
- ✓ Ensure the material connects to the objective.

Upcoming PD



January 21st

Literacy Learning Through Hands-On Experiences

4:15-5:45pm, 3030 Jackson Ave.

February 10th

New Teacher Mondays-Moving Students Forward:

Using Data to Plan and Guide Instruction

4-5pm, virtual