

Little Saints

Language Development

1. Develop memorization skills

A. Memorize and recite independently a simple nursery rhyme, poem, or song

2. Listen to nursery rhymes, poems, fingerplays and songs and respond with appropriate gestures

A. Interpret and act out through pantomime a nursery rhyme, poem or fingerplay, using one's own gestures and movements (as compared to those which have been previously demonstrated and taught)

3. Develop a sense of rhyme

A. Using familiar rhymes, poems or songs, finish a recitation that has been begun with the correct rhyming word

B. Using familiar rhymes, poems or songs, indicate several possible rhyming word choices, other than those contained in the actual rhyme, to finish the recitation (nonsense words and meanings are acceptable)

Note: The rhymes noted below represent a core selection for young children.

A Hunting We Will Go

Bobby Shafto

Doctor Foster

Hickety, Pickety, My Black Hen

Once I Saw a Little Bird

One Misty, Moisty Morning

Pease Porridge Hot

Polly Put the Kettle On

Rain, Rain Go Away

Ring Around the Rosey

The Old Woman Must Stand at the Tub, Tub, Tub

This is the Way the Ladies Ride

To Market, To Market

Two Little Blackbirds

Bat, Bat

Diddle, Diddle Dumpling, My Son John

Here We Go Round the Mulberry Bush

Lucy Locket

One for the Money

Pat-a-Cake

Peter, Peter Pumpkin Eater

Pussy Cat, Pussy Cat

Ride a Cock Horse

Rock-a-bye, Baby

There was a Crooked Man

This Little Piggy Went to Market

Tom, Tom the Piper's Son

Wee Willie Winkie

In addition to the Mother Goose rhymes listed above, young children should have many other opportunities to listen

To poetry, old and new. The selected poems particularly lend themselves to pantomime and/or rhyming activities:

An Old Person From Ware (Edward Lear)

Higglety, Pigglety, Pop! (Samuel Goodrich)

January (Maurice Sendak)

Raindrops (Aileen Fischer)

The Pancake (Christine Rossetti)

There Was a Fat Pig (Arnold Lobel)

At the Seaside (Robert Lois Stevenson)

Jack-o-Lantern (Aileen Fisher)

Jump or Jiggle (Evelyn Beyer)

Singing Time (Rose Fyleman)

The Worm (Ralph Bengengren)

The following titles represent a core of traditional songs and fingerplays for young children:

A Tisket, A Tasket

Bingo

Do Your Ears Hang Low?

Eensy, Weensy Spider

Five Little Monkeys Jumping on the Bed

Head and Shoulders, Knees and Toes

Hush Little Baby

If You're Happy and You Know It

John Jacob Jingleheimer Schmidt

Lazy Mary

Oats, Peas, Beans and Barley Grow

Oh, Do You Know the Muffin Man?

Old MacDonald

Open, Shut Them

Row, Row, Row Your Boat

Teddy Bear Picnic

The Wheels on the Bus

Who Stole the Cookie from the Cookie Jar?

Your Are My Sunshine

Are You Sleeping?

Blue-Tail Fly (Jimmie Crack Corn)

Did You Ever See a Lassie?

Five Little Ducks That I Once Knew

Happy Birthday to You

Here is the Beehive

I Know an Old Lady

I'm a Little Teapot

Kookaburra

Looby Loo

Oh, Dear What Can the Matter Be?

Oh, Where, Oh Where, Has My Little Dog Gone?

One Potato, Two Potato

Pop Goes the Weasel

Teddy Bear, Teddy Bear, Turn Around

Twinkle, Twinkle Little Star

Where is Thumbkin?

Yankee Doodle

Other:

Pledge of Allegiance

Storybook Reading & Storytelling

1. Listen to stories read aloud

- A. Attend and listen to picture books with storylines (30 minutes), as well as books of other genres, such as informational books (15 minutes)
- B. Attend and listen to books with minimal or no illustrations during a 15 minute reading

2. Develop a notion of “story schema”

- A. Retell a story that has been read aloud: include character(s), setting (time, place), the plot (central idea) of the story, the sequential events and an ending
- B. Sequence 5 illustrations of events from a story
- C. Predict events in a story, i.e., what will happen next?
- D. Provide a story ending consistent with other given story events
- E. “Read”/tell a story based on the illustrations of a book with text that has not been read aloud previously
- F. Make up and tell a story.

3. Demonstrate an awareness of book and print (written language) organization

- A. Point to:
 - The title of a book
 - The top, bottom or middle of a page
 - The beginning of the book (first page)
 - Where to start reading a book (first word on the first page)
 - The order that words are read on a page (left to right, line to line)
 - The end of the book (last page)
 - A word
 - A letter
- B. Using cover and illustration cues, locate those books in a collection of books that pertain to a general topic or might answer a question
- C. Point to words that begin with the same letter as own name

Little Saints

Emerging Literacy Skills in Reading & Writing

1. **Develop an awareness of written matter/print in everyday surroundings and its many uses**
 - A. Dictate a simple letter, invitation or thank you note
 - B. Use a simplified schedule of daily activities, depicted in words and pictures
 - Example of a simple schedule: photos of children engaged in daily activities (opening exercises, center time, snack time, etc.) arranged and listed in order on a bulletin board
 - C. Use a simplified telephone listing, depicted in words and pictures
 - D. Depict and represent “in writing”: people, objects, events or activities, derived from his or her own experience or imagination
 - A variety of methods may be used for “written expression,” including the child’s own drawings, other pictures, photos, rebuses, timelines, charts, invented spelling, etc.
 - E. Dictate a description to accompany one’s own drawings of people, objects, events or activities, based on his or her own experience or imagination
 - F. Follow a recipe depicted in words and pictures
 - G. Assemble a simple object or craft following illustrated directions
 - H. Depict “in writing”: recipe or craft directions, scientific explanations of observed events or experiments
 - Examples of “scientific explanations” include observation and recording of animal or plant development, properties of air or light.

2. **Develop an awareness of the structure of print**
 - A. Sing the “Alphabet Song”
 - B. Read the first names of other family members or classmates
 - C. Develop an understanding of the relationship between spoken and written language by associating written word units on word labels and signs with spoken words
 - The goal in preschool is not to read or memorize flash cards of individual words, but to convey the understanding that a spoken word can be represented in writing. This association may be facilitated by attaching word labels to everyday objects in the classroom, and by helping children learn to recognize signs in the everyday environment
 - D. Isolate and point to individual words as distinct units on a page of print
 - The goal is for the child to recognize how words are organized on a page, taking into account spacing within and between words
 - E. Make attempts at using invented (phonetic) spelling to communicate in writing.

3. **Develop phonemic awareness**
 - A. Segment a spoken sentence into separate, distinct words
 - B. Indicate the number of phonemes (1-3) heard in a real or nonsense word by representing each phoneme heard with a token or object
 - C. Blend spoken parts of a compound word and say a whole word; such as, “bill” – “board” – “billboard”
 - D. Blend two spoken syllables and say whole word; such as, “pic” – “nic” = “picnic”
 - E. Given a sound and a choice of two spoken words/pictures, identify the word that begins with the given sound
 - Example: Which starts with “ssss” – soap or cup?
 - F. Given a spoken word/picture, give the beginning sound
 - Child is to produce sound, not letter sound
 - G. Develop an understanding of the relationship between written letters and spoken sounds, identifying by name all letters in his or her first name and also identifying the sound made by at least three letters in his or her first name.

4. **Develop the fine motor skills and strokes used in writing**
 - A. Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger
 - B. Trace and then draw independently the outlines of geometric shapes (circle, triangle, rectangle) and irregular figures
 - C. Draw on paper and use motifs in designs: horizontal line, vertical line, point, diagonal line, zigzag line, circle, spiral, noon, cross, can, hook, bowl, bridge, wave, x, star, single loop, connected loops
 - D. Write his or her first name
 - Variations in letter size and orientation, spacing, etc., are characteristic of preschool writing. The focus is on sufficient legibility so that the written name can generally be recognized by other children and adults

Language activities that will incorporate the above goals include:

1. Picture cards
2. Matching games with objects and with cards

3. Opposite cards
4. Name cards
5. Alphabet cards (both upper and lower case)
6. Labels around the classroom
7. Alphabet puzzles
8. Different types of books
9. Rhyming cards
10. Alphabet letter/picture matching games
11. Calendar
12. Picture sequencing cards
13. Alphabet letters on wall
14. Puppets
15. Flannelboard
16. Dollhouse, farm, castle, etc. for vocabulary development

Teacher resource books used for supplementation:

1. Alphatales by Scholastic
2. Alphabet Connections by Monday Morning
3. Treasury of Year-Round Preschool Activities by Teacher Created Materials
4. Alphabet Around the Year by Teacher Created Materials
5. Jumbo Book of Preschool Activities by Teacher Created Materials
6. Holiday Piggyback Songs by Totline
7. Letter of the Week by The Education Center
8. Reading Connections by Monday Morning

Understand how the use of language develops. Explain the relationship between language and thinking. Language is a communication system that involves using words and systematic rules to organize those words to transmit information from one individual to another. While language is a form of communication, not all communication is language. Many species communicate with one another through their postures, movements, odors, or vocalizations. Language development is inherently a process of change. Exploring the multiple and varied trajectories of language can provide us with insights into the development of more general cognitive processes. Studies of language development have been particularly useful in helping us to understand the emergence of specialization of function and the scale and flexibility of cognitive processes during learning. Language development begins before birth. Towards the end of pregnancy, a fetus begins to hear sounds and speech coming from outside the mother's body. Infants are acutely attuned to the human voice and prefer it to other sounds.