

# Blocks of Literacy



## A Provider's Guide to Print, Phonological Awareness & Emergent Writing

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This guide is packed full of important information related to print awareness, phonological awareness and emergent writing. It is designed to be used in conjunction with the Gee Whiz curriculum to expand and enhance the experiences provided in the Teaching Guides. However, because the content of this book is so important, it may be used by any provider looking to enhance the literacy aspects of their curriculum in their program.



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# Section 1



## What is Literacy? & The Science of Reading



# What are Literacy Skills?

## Learning to Read Starts Early: What Children Learn Before School

Even before children learn to read words, they learn important skills called early literacy skills. These skills are all about listening, talking, and getting ready to understand books and writing. Learning these things when they are very young helps children prepare for what lies ahead in school & life.

### Toddlers (1-2 Years Old): Talking, Books & Scribbles



**Talking Skills:** Children this age learn new words very fast. They understand more words than they can say. Eventually, they will begin to start saying two words together, like "More juice" or "My toy." They can listen to easy questions and do what you ask.

**Learning About Books:** Children at this stage become interested in books and like looking at the pictures. They might try to hold books and turn pages, even if they turn many at once. They start to learn that we read books and that pictures show us real things

**Listening Skills:** Infants, Toddlers & Twos like to hear short stories, songs, and rhymes. They might point to pictures in a book if you say the name of something. They like how songs and stories sound.

**First Scribbles:** These children start to scribble with writing tools ... like thick crayons & markers. This is their first step in learning what writing is and how people write.



# What are Literacy Skills?

## Three-Year-Olds: More Words, More Books, More Scribbles



**More Words and Sentences:** Three-year-olds start talking in short sentences with 2 to 4 words. They learn new words very quickly and might know hundreds! They can follow directions with two steps, like "Get your cup and bring it here." They like to ask easy questions and copy words and rhymes they hear.

**Knowing About Words in Books:** They start to understand that the printed words in books tell a story. They begin to demonstrate they understand that we read words from the left side to the right side as well as from the top of the page to the bottom. They might notice that signs they see often include words ... such as STOP. They start to learn how to hold a book the right way and turn one page at a time.

**Understanding Stories:** Three-year-olds can often name pictures in books they know well. If you read a story they've heard many times, they might say some of the words with you. They might also pretend to "read" to their dolls or stuffed animals. They start talking about the people or animals in stories.

**Hearing Sounds in Words:** They like songs and games with words that rhyme, like "cat" and "hat." They might start to notice words that sound alike or start with the same sound.

**Learning Letters:** Some children at this age may start to become interested in "what you are writing" when you write their name. They might like to sing the "ABC song."

**Drawing and Scribbling:** Their scribbles might look a little more like drawing. They might even tell you about what they are drawing.

# What are Literacy Skills?

## Four-Year-Olds: Lots of Words, Books & Writing

**Talking, Talking, Talking:** Children this age can talk more and have bigger conversations. They use longer sentences and can understand and answer "why" questions. They know lots of words and like to use new ones they learn. They can tell you a story they know well and remember what happened first, next, and last.

**Understanding Print:** They know that the words printed in books mean something. They can show you the front and back of a book. They might know what the title is and maybe even who wrote the book (the author). They understand that writing letters is different from drawing pictures.

**Knowing Letters and Sounds:** Some four-year-olds can name some letters ... particularly those in their name. They are starting to learn that each letter makes a sound. They can often find the first letter of their name and other words they see a lot.

**Playing with Word Sounds:** They get good at finding words that rhyme and saying rhyming words. They can often tell you the first sound in a word (like 'buh' for 'ball'). They might start to break words into smaller parts, like clapping out the parts in 'ba-na-na' (syllables). They like to play games with how words sound.

**Trying to Write:** They try to write, and often start by trying to write their name. What they write might look like scribbles that look like writing, shapes that look like letters, or even real letters. They learn that people write for reasons, like making a shopping list or sending a note.

**Understanding and Talking About Stories:** They like to listen to stories and talk about them. They ask questions about what's happening and try to guess what will happen next. They can also talk about how a story is like something that happened in their own life.



# The Science of Reading

The "Science of Reading" isn't a specific program or curriculum, but rather a vast body of research from various fields like cognitive psychology, linguistics, and neuroscience. It explains how children learn to read and the most effective ways to teach them. For child care providers working with very young children (ages 1-4), the focus isn't on formal reading instruction, but on building a strong foundation of pre-literacy skills that will make learning to read much easier later on.

Think of it like building a house. You wouldn't start with the roof! For little ones, the Science of Reading guides us in laying the crucial groundwork – the sturdy foundation and strong walls – before they're ready for the complexities of decoding words.

## Key Foundational Skills (The Building Blocks):

### Oral Language Development:

This is very important. Children need rich exposure to spoken language.

**What it looks like (1-4 years):** Lots of talking, singing, and rhyming! Engage in back-and-forth conversations (even with babbling babies – respond to their cues). Narrate your day, describe what you're doing, and what the child is doing. Use a wide vocabulary and varied sentence structures.

**Why it matters (SoR connection):** Strong oral language skills directly link to later reading comprehension. Understanding spoken words and sentences is a precursor to understanding written ones.



### Phonological Awareness (Playing with Sounds):

This is the ability to hear & manipulate the sounds in spoken words. It starts broadly and becomes more specific.

#### What it looks like (1-4 years):

- **Rhyming:** Singing rhyming songs ("Twinkle, Twinkle Little Star"), reading rhyming books, and pointing out words that rhyme.
- **Alliteration (First Sounds):** Playing with words that start with the same sound like, "Big bouncing ball" or "Silly Sammy."
- **Syllables:** Clapping out syllables in names or words. "Clap 'Ma-ry' (Ma-ry)." Make animal sounds and connect them to the animal.
- **Onset Rime:** Dividing words into parts such as dividing the word "cat" into /c/ and /at/.
- **Blending Segment Phonemes:** Phoneme blending is the ability to listen to a sequence of separately spoken sounds and then combine (blend) them to form a recognizable word. For example, putting the sounds of the letters in the word /c/, /a/ and /t/ to make "cat."



# The Science of Reading

**Why it matters (SoR connection):** Phonemic awareness is a critical predictor of reading success. Understanding that words are made up of smaller sounds (phonemes) is essential for later learning to decode (sound out) words.

## **Print Awareness (Understanding How Print Works):**

This involves children understanding that print carries meaning and learning the conventions of print.

### **What it looks like (1-4 years):**

- **Shared Book Reading:** Read aloud daily! Point to words as you read. Talk about the pictures AND the words. Show them the front of the book, how to turn pages, and that we read from left to right (in English).
- **Labeling:** Label toy bins, areas of the room, and their artwork with their names.
- **Environmental Print:** Point out print in their environment – signs, logos on cereal boxes, etc. "Look, that sign says STOP!"

**Why it matters (SoR connection):** Children need to understand what print is and how it functions before they can learn to read it.

## **Vocabulary & Background Knowledge (Knowing More Words and the World):**

The more words children know and understand, and the more they know about the world around them, the better they will comprehend what they eventually read.

### **What it looks like (1-4 years):**

- **Rich Conversations:** Talk about everything! Introduce new and interesting words during play, meals, and outdoor time. Explain what they mean.
- **Reading Diverse Books:** Choose books that introduce new concepts, places, and people. Discuss the story and relate it to their own experiences or new ideas.
- **Experiences:** Provide opportunities for exploration and discovery (e.g., nature walks, sensory bins, playing with different materials). These experiences build background knowledge.

**Why it matters (SoR connection):** Reading comprehension isn't about sounding out words; it's about understanding their meaning. A strong vocabulary and broad background knowledge are crucial for this.



# The Science of Reading

## Early Writing/Mark-Making (Emergent Writing):

**What it looks like (1-4 years):** Provide opportunities for scribbling and drawing with various materials (crayons, chalk, paint). Talk about their "writing." As the children get older, they might start to make letter-like shapes.

**Why it matters (SoR connection):** Early experiences with making marks on paper help children understand that writing is a way to communicate ideas and stories.

## Practical Tips for Child Care Providers:

**Talk, Talk, Talk!** Be a narrator. Engage in "serve and return" conversations, responding to their sounds, gestures, and words. Ask open-ended questions.

**Read Aloud Daily (and Joyfully!):** Make it a special, engaging time. Use expressive voices. Point to pictures and words. Allow children to choose books. Don't be afraid to read the same favorite book over and over – repetition is key for learning.

**Sing Songs, Say Rhymes, and Play Sound Games:** These are fun and powerful ways to build phonological awareness.

### Create a Literacy-Rich Environment:

- Have a cozy book corner with a variety of age-appropriate books accessible to children.
- Display print, including children's names, labels, and charts with simple words or pictures.
- Provide writing materials and encourage mark-making.

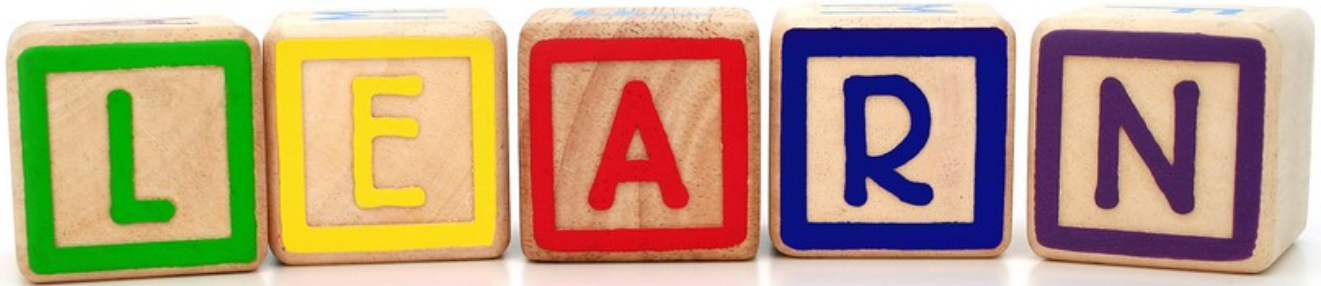
**Be Playful and Intentional:** Integrate these foundational skills into everyday routines and play. You don't need special "literacy lesson" times. Learning happens best through play and positive interactions.

**Connect with Families:** Share simple ideas with parents on how they can support these skills at home.

For children aged 1-4, the Science of Reading emphasizes creating a joyful, language-rich, and interactive environment that sparks curiosity about sounds, words, and stories. By focusing on these foundational elements, you are giving them the best possible start on their journey to becoming successful readers.



# What is Phonological Awareness?



Okay, imagine you're playing with Legos®, but instead of blocks, you're playing with the sounds in words. That's kind of what preschool phonological awareness is!

It doesn't mean children are reading yet. It just means they are starting to notice and play with the sounds in the words adults say out loud. It's like their ears are becoming super good at hearing all the little parts of words.

Why is this important? Learning to play with sounds helps get their brains ready to learn how to read later on. When they go to school, it will be easier for them to connect sounds to letters.

## So, what does "playing with sounds" look like for a preschooler?

**Rhyming Fun:** The children notice that "cat" and "hat" sound alike at the end. Or they might finish a rhyme you start, like "Twinkle, twinkle, little \_\_\_\_" (star!).

**First Sounds:** The children start to hear that "ball" and "banana" both start with the "buh" sound. Or they might tell you the first sound in their name.

**Clapping Word Parts (Syllables):** The children learn to clap out the parts of a word. For instance, for the word "butterfly," they would clap three times: "but-ter-fly." For the word, "dog," (on the other hand), they would clap once.

**Hearing Small Sounds in Words:** The children might be able to stretch out a short word and hear the different sounds. For instance, they might be able to say, "m-o-p" slowly to hear each sound in the word "mop."

**Putting Sounds Together:** If you say sounds like "/c/ /a/ /t/" slowly, the children might be able to guess that you're saying the word "cat."

So, when preschoolers sing songs, say silly rhymes, or clap out words, they are actually building these important phonological awareness skills. It's all about learning to listen to and play with the sounds in language, which is a big step towards becoming a great reader!



# Section 2



**Read, Read, Read  
Repeated Readings Are Important  
A Print-Rich Environment**

# Read, Read, Read

**Reading to young children, even infants and toddlers, is super important because reading to children...**



**Helps Their Brains Grow:** Think of a brain like a muscle. When you read to children, it's like exercise for their brain! It helps their brain get stronger. They learn to think and understand new things.

**Learn Lots of New Vocabulary:** Books are full of words. When children hear stories, they learn new words all the time. The more words they know, the more effectively they can talk and tell you what they're thinking.

**Prepares Them Ready for What Lies Ahead:** When children have been read to a lot, they usually have an easier time learning to read by themselves when they get to school. They already know that everything that is spoken can be written down in words (made up of letters) and sentences (made up of words).

**Encourages Them to Use Their Imaginations:** Stories can take children to far-off lands, let them meet silly animals, or imagine they are brave knights! Reading helps them dream up their own fun ideas and be creative.

**Special Time Together:** When adults read to a children, it's a special time!

**Learn About the World:** Books can teach children about different people, feelings, places, and how things work. It helps them understand the world around them and how other people feel. Books can also help them make connections between their immediate environment and the big, wide world.

So, even if it seems like a one-year-old isn't understanding everything, just hearing your voice and looking at pictures with you is doing amazing things for their growing brain! It's one of the best gifts you can give them.

# Repeated Readings Are Important!

Repeatedly reading the same book with preschool children is a powerful way to boost their language and literacy skills. Each reading offers a new opportunity to explore the story, learn new words, and think more deeply. Here's a step-by-step approach with planned questioning.

## Why Repeated Readings?

**Vocabulary Growth:** Children learn new words best when they hear them multiple times in a meaningful context.

**Deeper Comprehension:** With each reading, children understand more about the characters, plot, and themes.

**Increased Confidence:** Familiarity with the story allows them to participate more, predict what happens next, and even "read" along.

**Love of Reading:** Positive and engaging reading experiences foster a lifelong love of books.

**Choosing a Book:** Select a book that...

- Has engaging illustrations
- Features a clear and interesting storyline
- Includes some new or interesting vocabulary words
- Is age-appropriate for the children's attention span and understanding (based on their development)?



## The First Reading: Enjoyment and Basic Understanding

Goal: Introduce the story, enjoy it together, and get a general sense of what happens. Be sure to read the title, the author's name as well as the name of the illustrator.

### Before Reading:

Introduce the Book: Look at the cover together.

"What do you think this book might be about by looking at the cover?"

"What do you see on the cover?"

"Who do you think the main character might be?"



# Repeated Readings Are Important!

## During the First Reading:

- Read with expression and enthusiasm.
- Pause occasionally at interesting pictures or moments.
- "Wow, look at that! What is [character] doing here?" (Point to illustration)
- Define 1-2 key vocabulary words very simply if they are crucial to understanding the immediate part of the story, often by pointing to the illustration.
- "See this? It's a [new word]. A [new word] is a type of [simple explanation]."

## After the First Reading:

General Recall & Reaction:

- "Did you like that story?"
- "What was your favorite part?"
- "Who were the main characters in the story?"
- "What was the biggest thing that happened in the story?"

## The Second Reading:

### Deeper Understanding and Vocabulary Focus

Goal: Build on the first reading by focusing more on comprehension details, character feelings, and explicitly teaching a few new vocabulary words.

## Before the Second Reading:

Recall:

- "Do you remember what this book was about?"
- "Can you remember who the main characters were?"

## During the Second Reading:

- "Wh-" Questions (Comprehension):
- "Who is this?" (Pointing to a character)
- "Where are they going?"
- "What is [character] trying to do?"
- "When did [event] happen? Was it before or after [another event]?"



# Repeated Readings Are Important!

## Vocabulary Focus (Choose 2-3 target words):

- When you come to a target word: "Here's that word '[target word]' again. Do you remember what it means?"
- Provide a child-friendly definition or explain it using the context of the story and illustration. "In the story, when the bear was 'enormous,' it meant he was very, very big! See how big he is in the picture?"

## Character Feelings/Motivations (Simple):

- "How do you think [character] is feeling right now? Why?" (Point to facial expressions or body language in illustrations)
- "Why do you think [character] did that?"

## Prediction (at a turning point):

- "What do you think might happen next?"

## After Reading:

### Sequencing (Simple):

- "What happened at the beginning of the story?"
- "What happened after that?"
- "How did the story end?"

## Vocabulary Review:

"We learned some new words today, like '[target word 1]' and '[target word 2].' Can you tell me what '[target word 1]' means?"



# Repeated Readings Are Important!

## The Third Reading (and Beyond): Retelling, Making Connections, and Critical Thinking

Goal: Encourage the child to take a more active role in telling the story, make connections to their own experiences, and think more critically about the book.

### Before Reading:

#### Encourage Retelling:

- "You know this story so well now. Can you tell me what you remember about the story before we read it again?"
- "What page should we turn to first to see what happens?"

### During Reading:

**Pause for Child to Fill In:** Leave out words or phrases for the child to complete, especially in repetitive parts. For example, "The little pig cried, 'Not by the hair of my...'" (Wait for "chinny chin chin!")

### Open-Ended Questions & Connections:

- "Does this story remind you of anything in your own life? Have you ever felt like [character]?"
- "If you were [character], what would you have done differently?"
- "Why do you think the author decided to make the [character/object] [description, e.g., 'blue']?"
- "What was the problem in this story? How did they solve it?"

### More Complex Vocabulary/Concepts:

Discuss slightly more abstract ideas if appropriate for the book and the children.

### Focus on Print (Optional, if child is showing interest):

Point to a word you've discussed. "This is the word '[target word]'. It starts with the letter [letter]."

### After Reading:

Retell the Story Together: Use puppets, draw pictures, or act out parts of the story.

### Alternative Endings/Scenarios:

"What if [a key event] hadn't happened? How would the story be different?"

### Discuss the Author's Message (Simple):

- "What do you think we can learn from this story?"
- "Was it a good idea for [character] to [action]? Why or why not?"





# What is a Print-Rich Environment?

Imagine an early childhood education program for children ... like yours. A "print-rich environment" means there are lots and lots of words, letters, and writing all around the room for children to see and use every day! It's like a playground for their eyes and brains, helping them get ready to read.

Here are some examples of what you might see in a print-rich environment:

## Labels Everywhere:

- Toy bins have labels with pictures AND words, like "blocks" or "cars."
- Shelves where art supplies say "crayons," "paper," or "glue."
- Children's cubbies or coat hooks have their names on them.



## Lots of Books:

- There is a comfy "Book Nook" or library corner filled with all kinds of books – picture books, board books, rhyming books, nonfiction books and even homemade books the kids made.
- Books are easy for children to reach and to look at whenever they want.

## Charts and Signs:

- A "Weather Chart" where children can help show if it's sunny or rainy.
- A "Helper Chart" with children's names next to classroom jobs like "Line Leader" or "Snack Helper."
- A "Feelings Chart" with pictures of faces and words like "Happy," "Sad," or "Mad."
- Signs like "Quiet Area" for the reading spot or "Handwashing Station" by the sink.

## Kids' Own Work:

- Drawings and paintings done by the children are hung up with their names written on them.
- The children's attempts at writing, even if it's just scribbles, are put on display to show their work is important.

## Places to Write and Draw:

- A special "Writing Center" is set up with different kinds of paper, crayons, markers, and maybe even old keyboards or envelopes for pretend play.
- Chalkboards or whiteboards are available where kids can draw and write.

## Alphabet Fun:

- An alphabet poster is on the wall showing all the letters (both uppercase and lowercase).
- There might be a "Word Wall" with important words the class is learning, like "play," "friend," or "stop."

# Section 3



## Rhyming

# Fun with Rhyming

Rhyming is when words sound the same at the end. Think of "cat" and "hat," or "blue" and "shoe." When little kids learn about rhymes, they are learning to hear the small sounds in words.



## Why is rhyming important?

**Builds Listening Ears:** Rhyming helps children become super listeners. They learn to pay close attention to how words sound to find the rhyme. This helps them listen to directions and stories too.

**Boosts Brain Power for Words:** When children rhyme, they learn that words are made of smaller parts. "Cat" and "hat" share the "-at" sound. Figuring this out is like a puzzle that makes their brain stronger for reading and spelling later on.

**Grows Their Word Bank:** Rhyming songs and books often use new and fun words. Children will start to pick up these words and use them when they talk. More words mean they can share their ideas better.

**Helps with Talking Clearly:** Saying rhyming words can help children practice making different sounds. This can make their own talking clearer for others to understand.

**Makes Learning Patterns Fun:** Rhymes have patterns (like "truck" and "stuck" often show up together). Finding these patterns helps kids understand that there are rules in language, and it can even help with learning math ideas later because math has patterns too!

**Good for Memory:** Catchy rhymes in songs and poems are easier to remember. When kids remember rhymes, it helps train their brain to remember other things, like their ABCs or numbers.

**Sparks Pretend Play and Ideas:** Silly rhymes can make kids laugh and give them ideas for their own stories and play. "A frog on a dog" is funny and might start a whole new game!



# Fun with Rhyming

Here's a list of examples of how you can help your children play with rhyming and rhyming words to build their phonological awareness. These activities are designed to be fun and engaging for young learners!

## Examples for Playing with Rhyming

### Sing Rhyming Songs and Chants:

- Use classic nursery rhymes like "Twinkle, Twinkle, Little Star," "Baa, Baa, Black Sheep," or "Humpty Dumpty." Emphasize the rhyming words as you sing.
- Incorporate fingerplays and action songs that have rhyming words, like "Down by the Bay" (where you can even make up new silly rhymes: "Did you ever see a bear combing his hair?").

### Read Rhyming Books Aloud:

- Choose books with strong rhyming patterns (e.g., Dr. Seuss books, "Chicka Chicka Boom Boom," "Brown Bear, Brown Bear, What Do You See?").
- Pause before the second rhyming word and let children fill it in. For example, "I do not like green eggs and \_\_\_\_." (ham!)
- After reading, talk about the words that rhymed. "Did you hear how 'star' and 'are' sound alike at the end?"

### Play "I Spy a Rhyme":

- Say, "I spy with my little eye, something in the room that rhymes with 'hair'." (chair, bear) Children then guess the object.

### Rhyming Basket/Bag Fun:

- Fill a basket or bag with pairs of small toys or picture cards that rhyme (e.g., a toy car and a star, a block and a sock, a picture of a cat and a hat).
- Have the children pick one item, name it, and then find its rhyming partner in the basket.

### Rhyme Go Memory Game:

- Create pairs of picture cards that rhyme. Use them to play a memory matching game.

### "Which Word Doesn't Belong?" Game:

- Say three words aloud, two of which rhyme and one that doesn't (e.g., "cat, hat, pig").
- Ask the children to identify the word that doesn't sound like the others.



### Silly Rhyme Time:

- Encourage children to make up silly rhymes, even with nonsense words. "Let's think of silly words that rhyme with 'blue'... floo, zoo, moogoo!" This shows they understand the concept of rhyming sounds.

# Fun with Rhyming

## **Rhyming Call and Response:**

- Teacher says a word, and the children shout back a word that rhymes. "I say 'bug,' you say..." (rug, mug, hug!).
- Start with obvious rhymes and get progressively more challenging as they get the hang of it.

## **Rhyming During Transitions:**

- Make up simple rhymes for daily routines. "It's time to go, so walk quite slow." or "Let's make a line, it will be fine!"

## **Generate Rhyming Lists:**

- Pick a simple word (e.g., "sun," "ball," "tree") and have the children brainstorm as many words as they can that rhyme with it. Write them down on a chart with pictures if possible.

## **Rhyming Puppet Show:**

- Use puppets to say rhyming words or act out short rhyming stories. Puppets can ask children for help finding rhymes.

## **Movement with Rhymes:**

- "If I say a word that rhymes with 'tree,' touch your knee!" or "If you hear a word that rhymes with 'rose,' touch your nose."

## **Personalized Rhymes:**

- Make up silly rhymes using children's names. Clap as you say the words. For instance, "Jose, Jose... What rhymes with Jose?" Children will make up silly words that rhyme with each name. This game challenges children to utilize rhyming in a funny, engaging way.

## **Highlight Rhymes in Environmental Print:**

- If you have posters or charts with rhymes in the classroom, point them out and read them together, emphasizing the rhyming words.

## **Tips for You!**

- **Keep it Playful:** The goal is fun and exploration, not memorization or testing.
- **Be Enthusiastic:** Your excitement about word sounds is contagious.
- **Repeat, Repeat, Repeat:** Children learn through repetition. Revisit favorite rhyming games and songs often.
- **Focus on the Sounds:** It's about hearing the similar sounds in words, not just seeing the letters (though that connection will come later).
- **Acknowledge All Attempts:** Let the children know you appreciate all of their efforts ... even if their rhyme isn't perfect. You can gently guide them.

By incorporating these types of activities regularly, you can effectively help children develop their phonological awareness, specifically their ability to hear and play with rhymes, which is a crucial building block for future reading success.

# Section 4



## Alliteration



# Fun with Alliteration

As a child care provider, you play a crucial role in laying the groundwork for literacy. One enjoyable and effective way to support this is by understanding and utilizing alliteration to foster phonological awareness.

## What is Alliteration?

Simply put, alliteration is the repetition of the same beginning sound in words that are close together. It's not about the letter, but the sound.

Examples:

"Silly sausages sizzled." (repetition of the /s/ sound)

"Big bouncing balls." (repetition of the /b/ sound)

"Peter Piper picked a peck of pickled peppers." (a classic example)

## The Connection: How Alliteration Builds Phonological Awareness

Activities involving alliteration specifically help preschoolers develop a crucial component of phonological awareness: the ability to isolate and attend to initial phonemes (the first sounds in words).

**Sound Focus:** When children hear or create alliterative phrases, their attention is naturally drawn to that recurring initial sound. This helps them begin to differentiate individual sounds from the whole word.

**Auditory Discrimination:** Regularly engaging with alliteration helps children fine-tune their auditory discrimination skills, making them more adept at hearing subtle differences between sounds, and noticing when sounds are the same.

**Oral Language Play:** Alliteration encourages playful interaction with language. This playful approach makes learning about sounds engaging and memorable.



**B**ig  
**b**each  
**b**alls  
**b**ouncing

# Fun with Alliteration

Alliteration, the repetition of initial sounds in words (like "silly snake"), is a fantastic way to boost preschoolers' phonological awareness – a critical pre-literacy skill. By playing with sounds, children become more attuned to the building blocks of language. Here are some practical ideas to weave alliteration practice into your daily routines:

## Circle Time/Exploring Together & Group Fun:

### Alliterative Songs & Chants:

**Sing Familiar Songs with Emphasis:** When singing songs like "Miss Mary Mack," emphasize the alliterative parts.

**Create Your Own Chants:** Make up simple, silly chants using the sound of the day or week: "Peter Piper picked purple peppers!" or "Tommy Turtle tiptoed."

### "Silly Sound" Name Game:

Go around the circle and have each child come up with an alliterative adjective for their name: "Marvelous Maria," "Super Sam," "Dancing David."

### "I Spy" with Initial Sounds:

Instead of "I spy with my little eye something that is blue," try "I spy with my little eye something that starts with the /b/ sound... like ball or book."

### Story Time Spotlight:

Choose books rich in alliteration (e.g., Dr. Seuss books such as "Dr. Seuss's ABC").

Pause and emphasize the alliterative phrases while reading. Ask children, "Did you hear how 'happy' starts with the same sound as 'horse'?" What sound is it?"

### Puppet Play:

Have a puppet who "only likes" things that start with a certain sound each day. "Today, Penny the Parrot only wants to play with things that start with /p/!"



# Fun with Alliteration

## Learning Centers & Play-Based Activities:

### Alliteration Sensory Bins:

Fill a sensory bin with items that start with the same sound (e.g., a "B" bin could have buttons, bears, balls, etc.). As children explore, name the items, emphasizing the initial sound.

### Art Activities with a Sound Focus:

"Perfect Puppets": Provide materials and encourage children to make puppets. This enables you to focus the /p/ sound.

**Collages:** Have children create a collage using pictures from magazines that all start with a target sound.

### Dramatic Play Prompts:

Set up scenarios that lend themselves to alliteration: "Peter's Pizzeria," "Fabulous Farm Fun," or "Doctor Donna's Dolls." Encourage them to use alliterative language in their play.

### Block Area:

Challenge children to build "Tall Towers" while emphasizing the /t/ sound.

### Book Nook & Literacy Area:

Highlight Alliterative Books: Have a special basket or shelf for books known for their rich alliteration. See our helpful book list located in this booklet.

### Create Class Alliteration Books:

Have each child contribute a page with a drawing and a simple alliterative phrase about themselves or something they like (e.g., "Lily likes lollipops"). Compile it into a class book.

### Picture Card Sorts:

Provide sets of picture cards and have children sort them by their beginning sounds.

# Fun with Alliteration

## Transitions & Daily Routines:

### Alliterative Instructions:

"Let's line up like little lambs."

"Time to tidy toys!"

"We wash with warm water."

### Clean-Up Chants:

Create a simple alliterative chant for clean-up time: "Baskets for blocks, baskets for books!"

### Snack Time Sounds:

Talk about the foods using alliteration: "Cold carrots" or "Soft sandwiches."



## Tips for Success:

**Keep it Playful & Fun:** The more enjoyable the activity, the more children will engage and learn.

**Focus on Sounds, Not Letters (Initially):** Alliteration is about auditory discrimination. The letter recognition can come later.

**Repetition is Key:** Children learn through repetition. Don't be afraid to reuse favorite alliterative phrases and games.

**Model Enthusiasm:** Your excitement about playing with sounds will be contagious.

**Be Observant:** Notice which children grasp the concept easily and which might need more support or different types of activities.

**Integrate, Don't Isolate:** Weave these activities naturally into your existing routines rather than making them feel like a separate lesson.

By incorporating these ideas, you'll be effectively helping preschoolers develop crucial phonological awareness skills, setting them on a strong path for future reading success, all while having a lot of fun with language!



# Section 5



## Words & Sentences (Sentence Segmentation)

# Fun with Words & Sentences

## What is a Word? What is a Sentence?

As adults, we know the answers to these questions but young children do not. Part of phonological awareness is learning that objects and actions all have words that describe or name them. Taking this idea further, putting words together in a meaningful, coherent way turns individual words into sentences.



## Why is Learning about Words & Sentences Important?

Imagine you want to tell your friend about an awesome new recipe you just prepared or you need to ask your pharmacist about a new medicine you are taking. How do you do that? You use words and sentences.

Learning about words and sentences is super important for preschool children, even before they start school. Here's why:

**Talking and Making Friends:** Words are like building blocks. The more words children know, the better they can tell people what they think, what they feel, or what they want. When children can put those words together into sentences, they share their ideas clearly.

**Understanding Stories and the World:** When teachers or parents/guardians read books, they are using lots of words and sentences. Knowing about words and sentences helps children follow the story, learn new things about animals, places, or people.

**Getting Ready for Reading and Writing:** Learning about words and how they go together in sentences is like practicing for a big game. When it's time to learn how to read and write in kindergarten, children who have a strong understanding of words and sentences will be ready to go. They will understand that sentences have a beginning and an end, and that words have their own meanings.

**Solving Problems:** At times, we all need to explain what's wrong or ask for help. If children have a robust vocabulary and are able to use it to form strong sentences, it's much easier for grown-ups and friends to understand.

So, learning about words and sentences isn't just about talking. It helps young children share their bright ideas, learn new things, make friends, and get ready for all the exciting learning still to come. It's like giving them a superpower for communication!

# Fun with Words & Sentences

Helping young children learn the difference between individual words and complete sentences, and how to break sentences down into their word parts (sentence segmentation), lays a crucial foundation for language development and later reading skills. Here's a list of age-appropriate activities designed to make this learning process engaging and fun for children aged one to four.

## For a One-Year-Old: Building Blocks of Language

At this age, the focus is on recognizing familiar words, understanding simple instructions, and the very beginnings of spoken language.

### "Show Me" Games with Single Words:

**Activity:** Use familiar objects (ball, cup, shoe) or pictures. Say the word clearly, "ball," and encourage the toddler to point to or pick up the object.

**Learning:** Helps the toddler associate spoken words with specific objects, a first step in understanding words as individual units.

### Body Part Rhymes & Songs:

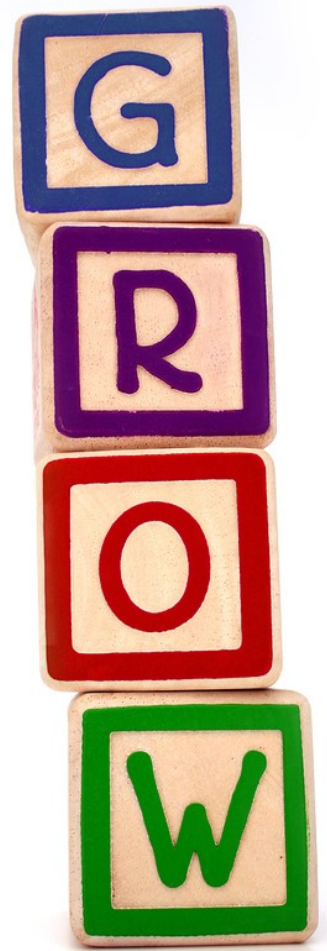
**Activity:** Sing simple songs like "Head, Shoulders, Knees, and Toes." Touch each body part as you name it. Emphasize the single word for each part.

**Learning:** Introduces new vocabulary as distinct words in a playful, repetitive context.

### Responding to Their Name:

**Activity:** Call the toddler's name frequently and wait for a response. When they look or vocalize, acknowledge them: "Yes, [Child's Name]. I was talking to you."

**Learning:** Helps them understand their name as a distinct and important word.



# Fun with Words & Sentences

## For a Two-Year-Old: Putting Words Together

Two-year-olds are typically starting to combine words into short phrases and understand longer, yet still simple, instructions.

### "Two-Word" Phrases & Requests:

**Activity:** Model and encourage simple two-word phrases. "More juice?" or "My turn." When they use two words, repeat it back to them, emphasizing the two distinct words.

**Learning:** Introduces the concept that multiple words can go together to mean something more.

### Action Songs with Clapping/Stomping per Word (Simple Phrases):

**Activity:** Use songs with short, repetitive phrases like "Sit down," "Stand up," "Clap hands." As you sing, clap or stomp once for each word in the short phrase. "Sit (clap) down (clap)."

**Learning:** Early exposure to breaking down short utterances into individual word units.



### Picture Book "Sentences":

**Activity:** While looking at a picture book, point to elements and make very short, descriptive "sentences." For example, "The dog barks." "The baby sleeps." Slightly pause between the words.

**Learning:** Shows how words can describe a picture or action, modeling simple sentence structure.

### Manipulative Word Counting (2-3 words):

**Activity:** Say a very short sentence like "See the blue car." Have four blocks. As you say each word, tap or move a block. "See (tap block 1), the (tap block 2), blue (tap block 3) car (tap block 4)."

**Learning:** A concrete, visual way to show that a short sentence is made of separate words.



# Fun with Words & Sentences

## For a Three-Year-Old: Exploring Sentence Structure



Three-year-olds usually have a rapidly expanding vocabulary and are using three-to-four-word sentences. They can begin to more consciously understand the concept of a sentence.

### Clap the Words:

**Activity:** Say a simple sentence (3-5 words) like "I see a red bird" or "Let's play with blocks." Have the child clap their hands for each word as you say it slowly. Then, have them try to say the sentence and clap.

**Learning:** Develops phonological awareness by identifying individual words within a spoken sentence.

### Word Counting with Fingers or Objects:

**Activity:** Say a sentence. Ask, "How many words was that?" Model counting the words on your fingers or by placing a counter (manipulative, small toy) for each word. "The (finger 1) cat (finger 2) is (finger 3) sleeping (finger 4). Four words!"

**Learning:** Reinforces sentence segmentation and introduces a quantitative aspect to words in sentences.

### Sentence Building with Picture Cards:

**Activity:** Have simple picture cards (e.g., a boy, a dog, running, eating, a ball, an apple). Help the children arrange a few cards to make a simple "sentence" (e.g., "Horses eat carrots."). Say the sentence, pointing to each card as you say the word.

**Learning:** Visually demonstrates how individual words (represented by pictures) combine to form a sentence.

### "Silly Sentences" vs. "Real Sentences":

**Activity:** Say a jumbled group of words ("Ball blue sky is") and ask if it makes sense (is it a "real sentence"?). Then say a proper sentence ("The sky is blue") and discuss why it makes sense.

**Learning:** Helps differentiate between a random string of words and a structured sentence that conveys a clear thought.

# Fun with Words & Sentences

## For a Four-Year-Old: Understanding and Creating Sentences

Four-year-olds are becoming more sophisticated in their language use and understanding. They can grasp more complex sentence structures and the idea of a complete thought.

### **Sentence Segmentation with Longer Sentences:**

Activity: Use longer, more complex sentences (5-7 words). Continue using clapping, stomping, or manipulatives to count the words. You can make it a game: "I'm going to say a sentence, and you jump for every word."

Learning: Enhances the ability to segment longer sentences and improves auditory processing.



### **"What's Missing?" Word Game:**

Activity: Say a sentence but leave out a word (e.g., "The cat is \_\_\_ under the table"). Ask the child what word could fit in the blank.

Learning: Highlights that each word has a role in the sentence and that sentences need specific parts to make sense.

### **Sentence Scrambles (Oral or with Word Cards):**

Activity: Give the children three or four word cards that make a simple sentence but are mixed up (e.g., "dog," "the," "barks"). Point to the words and read them. Does the sentence make sense? If not, challenge the children to rearrange the cards so they do.

Learning: Teaches word order and how it affects sentence meaning.

### **Defining "Word" and "Sentence":**

Activity: Start simple explanations. "A word is like one piece of a puzzle. A sentence is like the entire puzzle. For instance, 'I like to eat apples' is a sentence. The words, 'I,' 'like,' 'to,' 'eat,' and 'apple' are words." Have the children share their own sentences and talk about the words. You can also point out words in books as you read sentences.

Learning: Begins to build explicit understanding of these metalinguistic concepts.

### **Storytelling with Complete Thoughts:**

Activity: Encourage the children to tell you short stories about a topic. Write down what they say and talk about words and sentences in the process. This also helps the children understand that spoken words can be written down and, when placed in a meaningful sequence, make sentences.

Learning: Practices forming complete thoughts and understanding sentences as units that convey messages.

# Section 6



## Syllables

# Fun with Syllables

## What are Syllables?

Syllables are like the little "beats" or parts in a word. Think about when you clap out a word. For example, the word "apple" has two claps: "ap-ple." So, "apple" has two syllables. The word "banana" has three claps: "ba-na-na." That means it has three syllables. It's all about breaking a word down into its sound chunks.



## Why are Syllables Important for Young Children?

Even though young children aren't reading big books yet, learning about syllables is really helpful for them. Here's why!

**Helps Them Hear Sounds in Words:** Learning to find the syllables in words helps young children get good at hearing all the different sounds. This is a big step in getting ready to read.

**Makes Saying Words Easier:** When children know the parts of a word, it can help them say new or long words more clearly.

**Big Words Don't Seem So Hard:** If young children learn that long words are just made up of smaller, easy parts (syllables), then those big words won't seem so scary when they start learning to read them later.

**Gets Them Ready to Read and Spell:** Knowing about word parts helps prepare children to sound out words when they begin reading. It also helps them when they start to spell words.

**It's a Fun Game!** Clapping out the syllables in words is a fun game for young children and it helps them learn about how words are made.



# Fun with Syllables

Here are some fun games that preschool kids can play to practice finding the "beats" or parts (syllables) in words!

## Fun Syllable Games for Little Kids:

### Clap the Word:

Say a word like "butterfly." Then, clap the parts as you say it slowly: "but - ter - fly" (clap, clap, clap). You can do this with names, animal words, or things around the room!

### Jump It Out!:

Instead of clapping, have kids jump for each word part. For "el-e-phant," they would jump three times. This is great for getting wiggles out.



### Syllable Towers:

Get some building blocks. Say a word. For every beat or syllable you hear, add a block to a tower. "Dog" gets one block. "Mon-key" gets two blocks. See how tall you can make your syllable towers!

### Feed the Monster:

Draw a funny monster with a big open mouth on a box or paper bag. Say a word like "ba-na-na." Count the parts (three!). Then, "feed" the monster three small things, like three pom-poms or three little pieces of paper.

### Syllable March:

Pick a word. As you say the word slowly, take one big step for each syllable or beat. You can march around the room saying "ti-ger" (step, step) or "wa-ter-mel-on" (step, step, step, step).

### Drum the Beats:

Use a toy drum or even just tap on the table. Say a word and tap the drum for each syllable. "Cat" (one tap). "Ta-ble" (two taps).

### Robot Talk:

Pretend to be robots! Robots talk slowly and break up their words. Say a word like a robot, one part at a time: "COM - PU - TER." Kids can guess the word and then try talking like a robot too.

### Name Game:

Go around in a circle and have everyone clap or tap out the syllables in their own name. "Sa-rah" (clap, clap). "A-lex-an-der" (clap, clap, clap, clap).

# Section 7



**Phonemic Awareness**  
**Onset Rimes**  
**Blending Segment Phonemes**

# What is Phonemic Awareness?

Think of phonological awareness (which we covered earlier in this document) as the big umbrella of hearing and playing with sounds in language. Phonemic awareness is the most advanced skill under that umbrella.

## What is Phonemic Awareness?

Phonemic awareness is the ability to hear, identify, and manipulate the smallest individual sounds (phonemes) in spoken words. It's all about the sounds, not the letters. Preschoolers aren't expected to master all aspects of this, but they begin to develop foundational phonemic awareness skills.

**Key Idea:** It's about tuning into the distinct little sounds that make up words. For example, in the word "cat," a child with developing phonemic awareness can hear the three separate sounds: /k/ ... /ă/ ... /t/.

## Why is Phonemic Awareness Important for Preschoolers?

Even though preschoolers aren't typically reading words yet, developing phonemic awareness is one of the strongest predictors of later reading success. Here's why it's so crucial:

**Foundation for Phonics:** When children later learn phonics (connecting sounds to letters), they need to be able to hear those individual sounds first. If they can't distinguish the /m/ sound in "map," it will be much harder to learn that the letter 'M' makes that sound.

**Helps with Decoding (Reading):** To read an unfamiliar word, children need to be able to break it down into its individual sounds and then blend those sounds back together.

**Helps with Encoding (Spelling):** To spell a word, children need to hear the sequence of sounds and then represent those sounds with letters.



# What is Phonemic Awareness?

## What Does Phonemic Awareness Look Like with Preschoolers?

Preschoolers are at the very beginning of developing skills like:

**Phoneme Isolation (most often initial sounds):** The ability to isolate a single letter sound.

- "What's the first sound you hear in 'sun'?" (/s/)
- "Does 'ball' start with the same sound as 'book'?" (identifying if initial sounds are the same or different)
- This is heavily supported by alliteration activities!

### Onset Rime:

- **Onset:** This is the first sound or sounds you hear at the beginning of a word before the vowel. It's usually one or more consonants. For example, in the word "cat," /k/ is the onset.
- **Rime:** This is the vowel sound and letter(s) that comes after it in the second syllable. The rime is the part of the word that rhymes. For instance, in the word, "cat," /ăt/ is the rime.

### Phoneme Blending (simple words):

You say the sounds slowly: "/k/.../ă/.../t/." The children can blend them to say "cat."

### Phoneme Segmentation (more advanced, but some may start):

This skill involves clapping out sounds in a very short word like "me" -> /m/ (clap) /ē/ (clap).

### Phoneme Deletion (more advanced, but some may start):

Children demonstrating this skill are able to remove one of the phonemes in a word. For instance, first they would say "cup" and then drop the /k/ and say, "up." This is usually seen more towards kindergarten but some preschoolers might start to grasp it with very simple words.





# What are Onset Rimes

Let's talk about "onset rimes." It sounds complicated but it's just a simple way to look at how sounds in words work. Knowing this can help you teach children about words and reading.

Think of a small, one-beat word, like "cat."

**Onset:** This is the very first sound you hear in a word. In "cat," the first sound is the sound made by the letter "c" (it makes a /k/ sound).

**Rime:** This is the rest of the word after that first sound. In "cat," the rime is "at." The rime is the part that rhymes with other words.

Let's look at some more words:

Word: sun

Onset: s (the /s/ sound)

Rime: un

Word: pig

Onset: p (the /p/ sound)

Rime: ig

Word: dog

Onset: d (the /d/ sound)

Rime: og



## Why is understanding onset rimes important for children?

**Rhyming Fun:** When words rhyme, it means they have the same rime. So, "cat," "hat," and "bat" all rhyme because they all have the "at" rime.

**Sounding Out Words:** When children learn about onsets and rimes, it helps them see patterns in words. If they know "at," and they learn the sound for "m," they can figure out "mat."

**Building Blocks for Reading:** Breaking words into these two small parts (onset and rime) is a good step to help children get ready to read. It helps them hear the smaller sounds in words.

Sometimes a word might not have an onset. Words like "at," "on," or "eat" start with the rime part. They don't have a consonant sound at the very beginning.

# Fun with Onset Rimes?

Here are some fun activities for preschool children to help them learn about onset (the first sound or sounds in a word) and rime (the part of the word that rhymes). Remember to keep it playful and focus on the sounds, not just the letters!

## Rhyme Time Basket:

**What you need:** A basket and several pairs of objects or picture cards that rhyme (e.g., cat/hat, picture of a dog/log, block/sock, car/star).

Activity:

- Introduce one object/picture, say its name clearly, emphasizing the rime. "This is a c- at."
- Have children pick another object/picture from the basket. "Does this d- og rhyme with c- at? No." "Does this h- at rhyme with c- at? Yes! Cat and hat both have the '-at' sound."
- Onset-Rime Focus: Children hear the rime repeated and learn that different onsets can go with the same rime

## Feed the Monster (or Animal Puppet):

**What you need:** A puppet or a decorated box with a mouth cut out ("the monster"). Picture cards with simple, one-syllable words (e.g., sun, run, fun; pig, dig, wig).

Activity:

- "Our monster only likes to eat words that end in '-un'."
- Show a picture (e.g., "sun"). "This is s- un. Does it end in '-un'? Yes! Let's feed the monster!"
- Show another picture (e.g., "cat"). "This is c- at. Does it end in '-un'? No, the monster won't eat this one."
- You can change the target rime for variety (e.g., "-ig," "-op").
- Onset-Rime Focus: Children listen for the common rime. You can also say, "The monster ate s-un. What if the word started with /f/? What would it be? F-un!"

## Onset-Rime Building Blocks:

**What you need:** Two different colored blocks (e.g., blue and red). Sticky notes or erasable markers to write letters/sounds (optional for older preschoolers who recognize some letters).

Activity:

- "This blue block is our first sound (onset), and this red block is the rest of the word (rime)."
- Pick a rime, like "-at." You can write "at" on the red block or just say it.
- Then, present different onsets (you say the sound, or write the letter on the blue block). "If our first sound is /k/ (blue block) and our ending part is '-at' (red block), what word do we make? C-at!"
- Change the onset: "Now the first sound is /h/. H-at." "Now /m/. M-at."
- Onset-Rime Focus: Visually and physically shows how onsets and rimes combine and how changing the onset creates a new word.

# Fun with Onset Rimes

## Mystery Word Bag:

What you need: A non-see-through bag. Small, familiar objects whose names have clear onset-rimes (e.g., toy car, star, block, sock, ring, king).

Activity:

- Give clues using onset and rime. "I have something in my bag. Its rime is '-ar.' It starts with the /k/ sound. What is it?" (Car)
- "I have something that rhymes with 'lock.' It starts with /s/. What is it?" (Sock)
- Children guess, then you pull out the object to reveal it.
- Onset-Rime Focus: Children practice blending an onset with a given rime or identifying a rime.

## Silly Rhyme Songs & Chants:

What you need: Your voice and creativity!

Activity:

- Take a simple song or chant (like "Twinkle, Twinkle Little Star") and change the onsets of rhyming words.
- Example with "Down by the Bay": "Down by the bay, where the watermelons grow, back to my home, I dare not go. For if I do, my mother will say, 'Did you ever see a c-at, wearing a h-at?'"
- Emphasize the shared rime and the changing onset.
- You can also make up simple chants: "/p/-ig, pig! /w/-ig, wig! /d/-ig, dig! They all end in -ig!"
- Onset-Rime Focus: Reinforces the idea of word families (words sharing a rime) in a fun, musical way.

## Picture Sort:

What you need: Picture cards of words from different rime families (e.g., cat, hat, bat AND dog, log, frog AND sun, fun, run). Hoops or designated areas on the floor/table.

Activity:

- "Let's make word families! All the words that end in '-at' go in this hoop. All the words that end in '-og' go in this hoop."
- Children take turns picking a card, saying the word (or you say it for them), and deciding which family (rime) it belongs to.
- Onset-Rime Focus: Helps children categorize words based on their shared rime.

When doing these activities, remember to be enthusiastic and make it a game. The goal is for children to start hearing and playing with the sounds within words, which is a crucial step towards reading!

# Blending Segment Phonemes

Now let's talk about "blending segment phonemes." That sounds like a tricky phrase but it's actually a fairly simple concept providers can introduce to help children get ready for reading.

Think of it like this:

**Phonemes (FO-neems):** These are just the tiny sounds in words. Like the "k" sound in "cat," or the "a" sound (like in "apple"), or the "t" sound (like in "table"). Each little sound is a phoneme.

**Segment (SEG-ment):** This means to break a word apart into its small sounds. So, if you take the word "cat," you can break it into its sounds: /k/ ... /a/ ... /t/. (We say the sounds, not the letter names).

**Blend:** This means to mix or slide those sounds together smoothly to say the whole word.

So, "blending segment phonemes" means:

You hear the small, separate sounds of a word, and then you put them together to say the whole word.

## Here's how it works:

Someone says the sounds apart (they "segment" them):

Like "/m/ ... /a/ ... /p/" OR "/s/ ... /u/ ... /n/" OR "/d/ ... /o/ ... /g/"

The child listens to those separate sounds and then "blends" them together to say the word:

"/m/ ... /a/ ... /p/" becomes "map"

"/s/ ... /u/ ... /n/" becomes "sun"

"/d/ ... /o/ ... /g/" becomes "dog"

## Why is this skill important for children?

When children can blend segment phonemes, it helps them a LOT as they begin to learn to read. Why? Because when they see a new word, they can try to sound out the letters (segmenting) and then blend those sounds together to read the word.

It's like the children are sound detectives ... looking for clues to help them solve word mysteries.





# Blending Segment Phonemes

Here are some fun games to help little kids practice "blending segment phonemes." That's just a fancy way to say putting sounds together to make words! This is a big step in learning to read.

Make sure you say the sounds clearly, not the letter names. For "cat," you say the /k/ sound, then the short /a/ sound (like in apple), then the /t/ sound.

## Fun Games for Blending Sounds:

### Sound Guessing Game:

- How to play: Say a word very slowly, sound by sound. For example, say "/k/ ... /a/ ... /t/." Ask the child, "What word is that?" Hopefully, they say, "cat!"
- Keep words short and simple, like "sun" (/s/ ... /u/ ... /n/), "mop" (/m/ ... /o/ ... /p/), or "run" (/r/ ... /u/ ... /n/).
- Why it helps: This directly teaches kids to listen to separate sounds and then smoosh them together to make the word.

### Robot Talk:

- How to play: Pretend you are a robot! Talk very slowly, breaking words into sounds. You could say, "I ... see ... a ... /d/ ... /o/ ... /g/." Then the child can say, "You see a dog!"
- You can also have the child try to talk like a robot for you to guess.
- Why it helps: This is a silly way to practice hearing sounds one by one and then saying them as a whole word.

### Feed the Puppet:

- What you need: A puppet or a favorite stuffed animal.
- How to play: Tell the child the puppet is hungry and only eats "sound words." Say the sounds of a food, like "/m/ ... /i/ ... /l/ ... /k/." Have the child say the word ("milk!"). Then they can pretend to feed the puppet.
- You can use pictures of food too.
- Why it helps: Makes blending sounds into a fun, pretend game.



# Blending Segment Phonemes

## Picture Match-Up:

- What you need: A few picture cards of simple things (like a picture of a sun, a cat, a bed).
- How to play: Lay out 3-4 picture cards. Say the sounds of one of the pictures, like "/b/ ... /e/ ... /d/." Ask the child to point to the picture that matches those sounds (the bed).
- Why it helps: Helps kids connect the blended sounds to a real object or picture.

## "I Spy" with Sounds:

- How to play: Say, "I spy with my little eye something that sounds like /b/ ... /a/ ... /l/." (ball). The child looks around and tries to guess what you spied.
- Use things you can see in the room.
- Why it helps: This game helps kids listen for sounds and blend them while looking at the world around them.

## Sound Simon Says:

- How to play: Play "Simon Says," but say the action word by its sounds. For example, "Simon says... /j/ ... /u/ ... /m/ ... /p/." The child blends it to "jump" and then jumps. Or "Simon says... /s/ ... /i/ ... /t/." (sit).
- Why it helps: Adds movement, which is great for active learners, and connects blended sounds to actions.

## Tips for Fun:

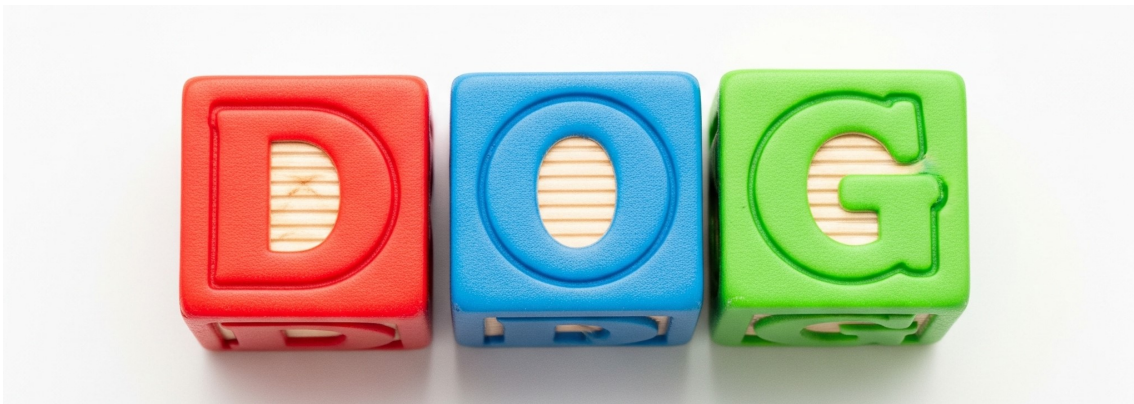
Keep it short and sweet. Stop if the child isn't interested.

Use lots of encouragement!

Start with very easy words with only 2 or 3 sounds.

Make it a game ... not a test.

Helping kids learn to blend sounds is like giving them a superpower for reading!



# Section 8



**Letter Recognition**  
**Letter-Sound-Keyword**



# Learning about Letters

As a child care provider, you lay the vital groundwork for a child's literacy journey. Two foundational pillars you'll often hear about are letter recognition and letter-sound correspondence, often enhanced by a keyword strategy. Here's a breakdown of what these mean and why they are so important for the preschoolers in your care:

## Letter Recognition: Knowing What Letters Look Like

**What it is:** Letter recognition is the ability for a child to visually identify and distinguish individual letters of the alphabet by their unique shapes. This includes recognizing both uppercase (A, B, C) and lowercase (a, b, c) forms, and knowing their names (e.g., "This is the letter A").

## Why is letter recognition important for preschoolers?

**Foundation:** It's the very first step. Before children can connect sounds to letters or read words, they need to be able to tell one letter from another.

**Environmental Print:** It helps them start to notice and make sense of the print that surrounds them every day – on signs, books, food packages, and their own names.

**Prepares for Writing:** Recognizing letter shapes is also crucial for when they begin to form letters themselves.





# Learning about Letters

Here's a list of experiences designed to expose children aged 1 to 4 to letter names, focusing on playful and developmentally appropriate activities:

**Blocks:** Play with large alphabet blocks. As you stack or build, casually name the letters. "Let's put the 'A' on top of the 'B'!"

**Chunky Puzzles:** Use chunky letter puzzles where children place the letter shape into its corresponding spot. Name the letter as they pick it up or place it.

## Magnetic Letters:

- Stick magnetic letters on the fridge or a magnetic board. Let children play with them freely.
- Point to letters and name them. "This is an 'M' like in 'Mommy'."
- Group letters by their name ("Let's find all the 'S' letters!").

## Letter Toys & Manipulatives:

- Incorporate toys that feature letters, like letter trains or linking letters.
- Point out and name the letters during play.

**"Letter Hunt" Games:** Hide large, sturdy letter cutouts around a room and have your child find them. Name the letter when they find one. "You found the 'P'!"

**Personalized Items:** Point out the letters in their name on their belongings (e.g., cubby label, clothing, etc.). "Look, that's a 'L' for Liam."

## Tactile Letters:

- Create or buy sandpaper letters or letters made from felt or other textures. Let children trace the shape with their fingers while you say the letter's name.
- Make letters out of playdough or use letter cookie cutters with playdough. Name the letters as you make them.

**Sensory Bins:** Hide plastic or wooden letters in a sensory bin filled with rice, beans, or sand. As children discover a letter, name it.

**Letter Collages:** Provide large letter outlines and have children decorate them with stickers, glitter, or torn paper. Name the letter they are working on.



# Learning about Letters

**Dot Marker Letters:** Use dot markers to fill in large letter outlines.

**Painting/Drawing:** Write a large letter and have them paint or draw around or on it.

## **Alphabet Books:**

- Read alphabet books regularly. Point to the letters and clearly say their names. Choose books with engaging pictures.
- Don't just read A-Z; sometimes open to a random page and talk about that letter.

## **Singing the Alphabet Song (and variations):**

- Sing the traditional alphabet song often.
- Point to letters on a chart or in a book as you sing.
- Use slower, more melodic versions where each letter name is clear.



## **Environmental Print:**

Point out letters on signs, cereal boxes, toy packaging, and store aisles when you're out and about or at home. "Look, that sign says 'OPEN'. It starts with an 'O'."

## **Name Recognition Activities:**

- Write their name and point to each letter, saying its name.
- Help them find the letters of their name in books or on signs.

## **Story Time Connections:**

When reading any book, occasionally point to a prominent letter on the page, especially the first letter of a character's name or a key object, and name it. "This story is about a 'Dog'. 'Dog' starts with 'D'."

## **Tips for Success:**

**Keep it Fun & Playful:** The goal is exposure, not memorization or pressure.

**Follow Their Lead:** If they're interested, engage. If not, try another time or activity.

**Repetition is Key:** Children learn through repeated, positive experiences.

**Focus on a Few at a Time:** Especially for younger children, introducing too many letter names at once can be overwhelming. Start with letters in their name or letters that are visually distinct.

**Talk Naturally:** Integrate letter names into everyday conversation.

**Multi-Sensory Approaches:** Children learn best when multiple senses are engaged.

# Learning about Letters

## What is Letter-Sound Correspondence (with Keyword Strategy)? Connecting Letters to Their Sounds

Letter-sound correspondence (also known as phonics) is the understanding that each letter (or group of letters) represents a specific sound or sounds. For example, the letter 'S' makes the /s/ sound (as in "snake"), and the letter 'B' makes the /b/ sound (as in "ball").

### Introducing the "Keyword" Strategy:

A keyword is a highly familiar word and an accompanying picture that begins with the target letter's most common sound. It acts as a powerful memory aid or anchor to help children recall the letter's sound.

### Examples:

- For the letter A (making the /ă/ sound): Keyword = apple (with a picture of an apple). When a child sees 'A', they think of "apple," hear the /ă/ sound at the beginning of "apple," and thus recall the sound for 'A'. For the letter B (making the /b/ sound): Keyword = ball (with a picture of a ball).

### Why It's Important for Preschoolers:

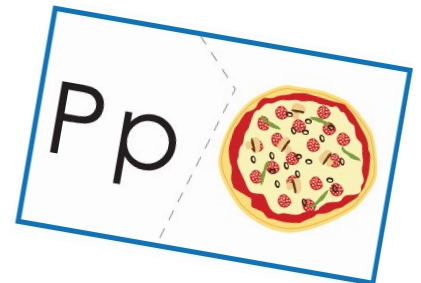
**The Key to Reading:** This is the bridge from knowing what a letter looks like to understanding what sound it makes, which is absolutely essential for decoding (reading) words.

**Makes Learning Concrete:** Abstract letter sounds become more tangible when linked to a familiar object and its initial sound through a keyword.

**Builds Confidence:** As children master letter-sound connections, they gain confidence in their ability to tackle printed words.

### What it looks like in practice/How to support it:

- Using an alphabet chart that includes letters, corresponding pictures (keywords), and the printed keyword.
- Singing alphabet songs that emphasize the sounds letters make, often incorporating keywords (e.g., "A is for apple, /ă/, /ă/, apple...").
- Playing games where children match a letter to a picture whose name starts with that letter's sound.
- Explicitly saying, "This is the letter 'S'. 'S' says /s/ like in 'sun' (point to a picture of a sun)."



# Learning about Letters

## Connecting Letter Recognition & Letter-Sound Correspondence

Letter recognition typically develops before strong letter-sound correspondence. Children usually learn to identify many letters by their shape and name first. Once they have a growing base of recognized letters, it's easier for them to start associating those familiar shapes with their respective sounds, especially with the help of a memorable keyword.

### Tips for Child Care Providers:

**Make it Playful and Multi-Sensory:** Use songs, games, movement, tactile letters (sandpaper letters, playdough letters), and art.

**Integrate, Don't Isolate:** Weave letter and sound learning into your daily routines, story times, and play activities rather than relying solely on structured "lessons." For instance, if you are talking about farm animals, now would be the perfect time to integrate the letter C (and sound for this letter) when talking about cows. You could also integrate the letter M when you talk about how cows "mooooo!"

**Focus on Common Sounds:** Start with the most common sound each letter makes. The most common, and easiest sounds, for children to learn are M, T, S, P, A and H.

**Be Patient and Repetitive:** Children learn at different paces & repetition in various fun contexts is key.

**Use Environmental Print:** Point out letters and discuss their sounds on signs, labels, and in children's names. Please see the section of this guide related to creating a print-rich environment for ideas.

By intentionally fostering both letter recognition and robust letter-sound-keyword connections, you are providing preschoolers with critical tools they will use as they grow into confident and capable readers.





# Section 9



## Emergent Writing

# What is Emergent Writing?

As childcare providers, you witness incredible developmental leaps in children every day. One of the most exciting is their journey into literacy, and a key part of this is emergent writing.

## What is Emergent Writing?

Emergent writing isn't about perfect handwriting or correct spelling. Instead, it's the wonderful, natural process where young children (typically ages 2-5) begin to understand that writing is a form of communication and that their marks on paper can convey meaning. It's their earliest experimentation with written language, evolving from simple scribbles to more recognizable forms. Think of it as the "babbling" stage of writing – essential, exploratory, and full of potential.

## What Does Emergent Writing Look Like?

You'll see emergent writing in many forms in your classroom. It's important to recognize and value all these stages:

### Drawing:

Often, children first express ideas through pictures. A drawing of a circle might be "the sun" or "my ball."

- **Random Scribbling:** Uncontrolled marks on a page, exploring the tools and the physical act of making marks.
- **Controlled Scribbling:** More defined marks, perhaps circular motions or lines, showing developing motor control.
- **Linear Scribbling:** Scribbles arranged in lines, mimicking the look of adult writing. They might "read" their scribbles to you!



# What is Emergent Writing?

## Letter-Like Forms (Mock Letters):

Children begin making shapes that resemble letters (e.g., lines, curves, circles combined) but aren't actual letters yet. This shows they're noticing the distinct features of print.

## Random Letter Strings:

Using actual letters they know (often from their name or familiar words like "MOM"), but in random order without spacing or connection to specific sounds (e.g., "A B X T O").

## Writing Their Name (or attempts):

One of the first meaningful words children learn to write. You'll see various approximations as they learn the letters and their order.

## Invented Spelling (or Phonetic Spelling - more common towards older preschool/Kindergarten):

Children start to connect sounds with letters. They might write "BK" for "bike" or "LUV" for "love." This is a huge cognitive leap!

## Why is Emergent Writing Important?

Supporting emergent writing is crucial because it:

**Builds Foundational Literacy Skills:** It helps children understand that print carries meaning, that we write from left to right (in English), and that words are made of letters.

**Develops Fine Motor Skills:** The act of gripping crayons, markers, or pencils strengthens the small muscles in their hands and fingers needed for later writing.

**Fosters Creativity and Self-Expression:** It allows children to communicate their ideas, stories, and feelings in a new way.

**Connects Oral Language to Written Language:** They learn that the words we speak can be written down.

**Boosts Confidence:** When their attempts at writing are valued, children feel empowered and motivated to continue exploring.

**Prepares for Conventional Writing:** It's the essential groundwork for learning to read and write formally.

# Fun with Writing

Here are some fun, hands-on ways to help **one and two-year-olds** get ready for writing. These activities are all about playing & exploring, which is how little ones learn best. Think of these as the very first steps on the road to writing. For one and two-year-olds, "writing" isn't about making letters. It's about learning they can make marks and building the small muscles in their hands.

## Water Painting Magic:

**What to do:** Give the children chunky paintbrushes or small sponge pieces clipped in clothespins & a bucket of water. Let them "paint" on the sidewalk, a fence, or even a dark piece of construction paper.

**Why it helps:** They use big arm movements, which is an early step. Plus, it's mess-free and dries like magic!

## Scribble Time with Big Crayons:

**What to do:** Get some chunky crayons or egg-shaped crayons that are easy for little hands to hold. Tape a big piece of paper to the floor or a low table. Let them scribble however they want!

**Why it helps:** They learn to hold a writing tool and see that they can make marks on paper.



## Playdough Power:

**What to do:** Have the children squish, poke, roll, and pat playdough. If desired, show them how to make flat "pancakes" or long "snakes."

**Why it helps:** This builds hand strength, which is super important for holding pencils later on.

## Sensory Tray Marks:

**What to do:** Pour a thin layer of cornmeal, salt, sugar, or oatmeal into a shallow tray or baking sheet. The children can drag their fingers through it to make lines and shapes.

**Why it helps:** It's a fun way to make marks using their fingers and explore different feelings.

## Dot Marker Dabbing:

**What to do:** Use washable dot markers (bingo dabbers). The children can dab the markers on paper to make dots or even lines.

**Why it helps:** These are easy to hold and make a clear mark with just a little pressure.

## Important Tips for You:

- **Keep it Short and Sweet:** Little ones don't stay focused for long. Just a few minutes at a time is great.
- **It's About Play, Not Perfect:** Don't worry about what their marks look like. The idea is to let them explore and have fun.
- **Stay Close:** Always watch your child during these activities, especially if they still put things in their mouths.
- **Talk About It:** You can say things like, "Wow, look at that big line you made!" or "You're making circles with your fingers!"



# Fun with Writing

**Three and four-year-olds** are often excited to make marks that look more like writing. They might start drawing shapes, trying to write letters (especially from their name!), and telling stories with their drawings. These activities help them grow these skills while they play.

## Line Tracing in a Fun Way:

**What to do:** Draw simple dotted line “roads” (straight, wavy, zigzag, curves) on long sheets of white paper. Tape crayons or markers to toy cars. The children can “drive” the cars to on the “roads.”

**Why it helps:** This helps them build fine motor skills while practicing making the basic shapes (straight, wavy, zigzag, curved) that are used to make letters.

## Playdough Letter Play:

**What to do:** The children can roll playdough into long “snakes” which they can bend and shape into letters. You can also add letter-shaped cookie cutters when playing with playdough.

**Why it helps:** It’s a fun, hands-on way to learn what letters look like and builds hand strength.

## Chalk It Up Outside:

**What to do:** Sidewalk chalk is great! Let them draw big pictures, practice shapes or even try making letters on the driveway or sidewalk.

**Why it helps:** Drawing big helps with arm and hand muscles. Plus, being outside makes it extra fun!

## Make Your Own Storybooks:

**What to do:** Staple a few pieces of paper together to make a little book. The children can to draw pictures on the pages that tell a story. Then, they can dictate the words to accompany the story for you to write down. If developmentally appropriate, they can attempt to write their own words.

**Why it helps:** This shows them that writing and pictures can tell a story and that their ideas are important.



# Fun with Writing

## Name Exploration:

**What to do:** Challenge children who are developmentally ready to attempt to write their names using their fingers in wet fingerpaint. The great thing about fingerpaint is that anything can be “erased!”

**Why it helps:** Learning to recognize and write their own name is a big step and makes letters meaningful to them.

## Painting with Tools (Beyond Brushes):

**What to do:** Let them paint with things like cotton swabs (Q-tips), small sponges cut into pieces and clipped to clothespins or even unique items like sticks or leaves.

**Why it helps:** Using different tools helps them practice different ways to hold things and control their movements.

## Sensory Writing Bags:

**What to do:** Fill a strong, sealable plastic bag (like a Ziploc freezer bag) with a little bit of paint, hair gel, or shaving cream. Seal it well and tape shut. Lay the bag flat and invite the children to use their fingers to “write” or draw on the outside of the bag.

**Why it helps:** This is a fun, mess-free way to practice making letter shapes and lines.

## Important Tips for You:

- **Focus on Fun:** The most important thing is that they enjoy these activities. Don't push if they're not interested.
- **Recognize Their Work:** Say things like, "Wow! Look how you made those lines" or "Tell me about your drawing."
- **Let Them Lead:** If they want to scribble instead of making letters, that's okay! All mark-making is good practice.
- **Keep Materials Handy:** Have paper, crayons, and other simple writing tools easy for them to reach and use when they want to.
- By doing these playful activities, you're helping your child build a strong foundation for writing and learning!





# Section 10



## Literacy & the Gee Whiz Curriculum Language & Literacy Scope & Sequence

# Literacy & the Gee Whiz Curriculum

So now that you are an expert in phonological awareness, how does the Gee Whiz curriculum help in this area?

## It's in there!

Within the Gee Whiz Teaching Guides curriculum, you will find experiences designed to help children build phonological awareness in all key areas. **The activities and suggestions in this guide should be used in conjunction with the Gee Whiz curriculum to provide a well-rounded, integrated approach to helping children gain the skills they need to become strong readers.**

## Gee Whiz Curriculum Components that Help Build Literacy:

### Letters & Literacy Component:

Each Gee Whiz unit includes our "Letters and Literacy" component which enables you to expand upon activities and experiences in the Teaching Guide to add many of the elements included under the phonological awareness umbrella. When using the experiences within this component, it is very easy to incorporate syllabication, alliteration and even onset rime and blending segment phonemes.

For instance, during the, "Pets, Pets, Pets" unit, one of the experiences is focused on the word "dog." During this experience, you can:

Rhyming (Play, "Does It Rhyme with Dog?" Thumbs up, thumbs down in the words you say rhyme with "dog.")

Alliteration (Play "Feed the Dog" using a puppet and feed it items that begin with the letter D.

Syllables (Clap the syllables in the word "dog")

Onset Rime (Create a "cheer." "When I say, /d/ ... you say /og/ ... /d/ .... /og/ ... /d/ ... /og/.

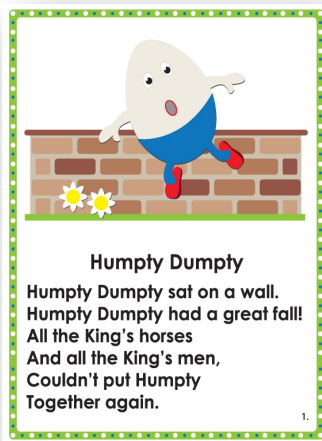
Blending Segment Phonemes (Line up alphabet blocks (D, O, G) and blend the sounds together to make the word "dog."

### Letters & Literacy



Additional Literacy Experiences for the unit, "It's Time to Plant"

**Gee Whiz**  
Education



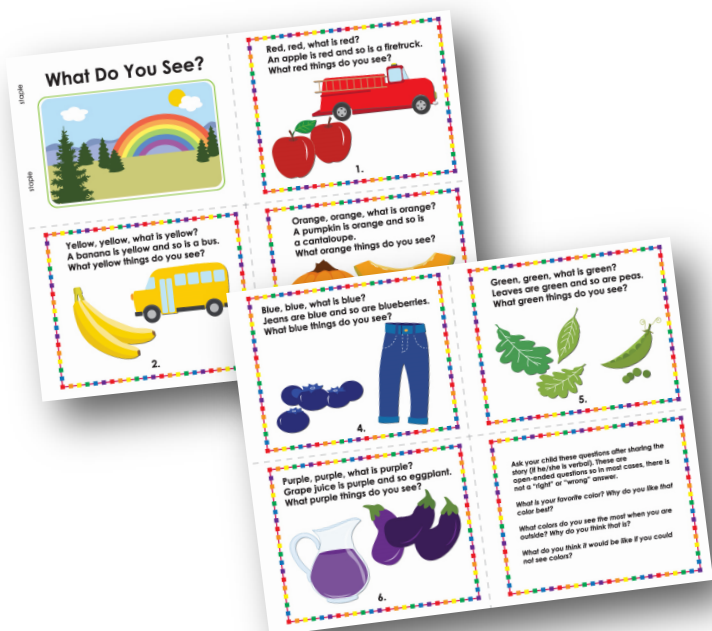
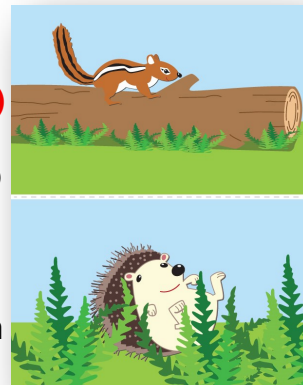
### Print-Rich Displays, Booklets & More

We also provide numerous printable materials you can display in your classroom to help children become immersed in a print-rich environment. These might be labels for art material containers, a booklet to read, a poster with color names, etc. Some of these might be our Story Props. Others might be our Teaching Tools.



# Literacy & the Gee Whiz Curriculum

Additionally, the first unit of each month contains an original story with text and props. The text can be found in the Teaching Guide unless the prop is a book. **The original story (and props) are used over several days (repeated readings) to help build literacy skills in many areas.** Open-ended questions are also incorporated into the Teaching Guide that relate to the story. These questions help to build comprehension, predicting and problem-solving skills. For instance, when sharing the story in our, "Forest Exploration" unit, the story props and text are used 7 times. Open-ended questions are included for each reading. This process, of repeated reading and questioning, is so important when seeking to help children develop literacy skills.



Each Gee Whiz unit also includes our, "Let's Read Together" Booklets. Designed to promote family literacy, **this material can also be used by you in your program for first, second, third, etc. readings.** The booklets are a great way of building comprehension, predicting and thinking skills. This component can be used in your program to promote repeated reading. **It is also designed to help families build literacy skills at home.**

The curriculum also includes a huge variety of hands-on activities to help children build skills in the areas of print awareness, letter recognition, letter-sound-keyword concepts, emergent writing, alliteration, syllabication, sentence segmentation and so much more!



# Language & Literacy Scope & Sequence

This Scope & Sequence chart details how the Gee Whiz curriculum address the areas of Language & Literacy. Please see our Connecting the Dots component to see how each unit addresses our 40 Learning Indicators (skills).

Area	Units that Address	Gee Whiz Materials
<b>Language Development</b>		
<ul style="list-style-type: none"> <li>Understand spoken language</li> <li>Understands &amp; then uses an ever-increasing vocabulary</li> <li>Uses language to express ideas, wants and needs</li> <li>Increasingly engages with adults &amp; other children in conversations</li> </ul>	All Gee Whiz units	<i>Blocks of Literacy</i> Guide <i>Chatting &amp; Cuddling</i> Guide <i>The Learning Environment &amp; Gee Whiz</i> Booklet Teaching Guides Letters & Literacy Component "Let's Read Together" Booklets Story Props & Text Teaching Tool
<b>Literacy Development/Phonological Awareness</b>		
<ul style="list-style-type: none"> <li>Shows an interest in books.</li> <li>Engages in prereading &amp; repeated reading activities.</li> <li>Self selects books and other written materials</li> <li>Answers comprehension questions about stories</li> <li>Is able to predict when discussing stories</li> </ul>	All Gee Whiz units	Teaching Guide & Story Props (used multiple times for repeated readings with open-ended questions) <i>Blocks of Literacy</i> Guide (see Section #2) <i>Chatting &amp; Cuddling</i> Guide "Let's Read Together!" Booklets (includes open-ended questions)
<b>Rhyming</b> <ul style="list-style-type: none"> <li>Recognize that words sound the same (rhyme)</li> </ul>	All Gee Whiz units	Teaching Guides Letters & Literacy Component "Let's Read Together" Booklets (many of these rhyme) Story Props & Text (some of the original stories for our units have text that rhymes) <i>Blocks of Literacy</i> Guide (see Section #3)

# Language & Literacy Scope & Sequence

Area	Units that Address	Gee Whiz Materials
<b>Literacy Development/Phonological Awareness</b>		
<p>Alliteration</p> <ul style="list-style-type: none"> <li>Identifies when words begin with the same sound</li> </ul>	All Gee Whiz units	<p><i>Blocks of Literacy</i> Guide (see Section #4)</p> <p>Teaching Guide</p> <p>Letters &amp; Literacy Component</p> <p>"Let's Read Together" Booklets</p>
<p>Words &amp; Sentences (Sentence Segmentation)</p> <ul style="list-style-type: none"> <li>Understand the meaning of "word"</li> <li>Understand the meaning of "sentence"</li> <li>Is able to segment sentences into individual words using actions</li> <li>Understands that words need to be put together in a specific order in order for a sentence to make sense</li> </ul>	All Gee Whiz units	<p><i>Blocks of Literacy</i> Guide (see Section #5)</p> <p>Letters &amp; Literacy component</p> <p>"Let's Read Together!" Booklets</p> <p>Printable wall displays with text (e.g., nursery rhyme displays) provided as Teaching Tools or Story Props for specific units.</p>
<p>Syllables</p> <ul style="list-style-type: none"> <li>Is able to segment syllables from words using actions (e.g., clapping)</li> <li>Is able to count the number of syllables in a spoken word</li> </ul>	All Gee Whiz Units	<p><i>Blocks of Literacy</i> Guide (see Section #6)</p> <p>Letters &amp; Literacy Component</p> <p>Teaching Guides</p>

# Language & Literacy Scope & Sequence

Area	Units that Address	Gee Whiz Materials
<b>Literacy Development/Phonological Awareness</b>		
<p>Phonemic Awareness, Onset Rimes, Blending Segment Phonemes</p> <ul style="list-style-type: none"> <li>• Can identify when two words begin with the same sound</li> <li>• Identifies the beginning sound in a word (onset)</li> <li>• Produces additional words that begin with the same sound when given a word</li> <li>• Blends onset and rime to form simple words (rime)</li> <li>• Blends individual phonemes together to make simple words (e.g., cat)</li> </ul>	All Gee Whiz units	<p><i>Blocks of Literacy</i> Guide (see Section #7)</p> <p>Teaching Guides</p> <p>Letters &amp; Literacy Component</p> <p>"Let's Read Together" Booklets (many of these can be used to reinforce onset rimes and blending individual phonemes)</p>
<p>Letter Recognition</p> <p>Letter/Sound/Keyword</p> <ul style="list-style-type: none"> <li>• Begins to recognize letters of the alphabet when named</li> <li>• Begins to name letters of the alphabet</li> <li>• Starts to connect letters to sounds using keywords</li> </ul>	All Gee Whiz Units	<p><i>Blocks of Literacy</i> Guide (see Section #8)</p> <p>Teaching Guides</p> <p>Letters &amp; Literacy component</p> <p>"Let's Read Together!" Booklets</p> <p>Printable wall displays with text (e.g., nursery rhyme displays) provided as Teaching Tools or Story Props for specific units.</p> <p>Teaching Tools</p>
<p>Emergent Writing</p> <ul style="list-style-type: none"> <li>• Explores &amp; uses writing tools <ul style="list-style-type: none"> <li>• Scribbling</li> <li>• Controlled scribbling</li> <li>• Linear scribbling</li> <li>• Letter-Like forms</li> <li>• Random letter strings</li> <li>• Attempt to write name</li> <li>• Invented spelling (later)</li> </ul> </li> <li>• Uses writing for a purpose</li> <li>• Begins to understand why</li> </ul>	All Gee Whiz units	<p><i>Blocks of Literacy</i> Guide (see Section #9)</p> <p>Teaching Guides</p> <p>Letters &amp; Literacy component</p>



# Section 11



## Research

# Because the Research is Important...

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# RESEARCH