# Wiggly Words




wgte Public Media


Garage
Sale



## Learning Objective

Participants will be able to recognize differences in the stages of development of phonological awareness and identify activities that encourage children in language development and early literacy.



Ohio's Early Childhood Core Knowledge & Competencies

Area: Learning Environments & Experiences

Knowledge Base: Learning Experiences

Knowledge: The strategies that support language development and early literacy throughout early childhood.

Competency: Lists ways to engage children in activities that support language development and early literacy.

# Ohio Early Learning and Development Standards - Language and Literacy:

## 1. Language and Communication

a. Demonstrates understanding of increasingly complex language.
b. Develops and expands understanding of vocabulary and concepts.
c. Communicates using increasingly complex language.
d. Participates in conversations with increasing application of turn-taking skills.
e. Develops comprehension of read-aloud text.

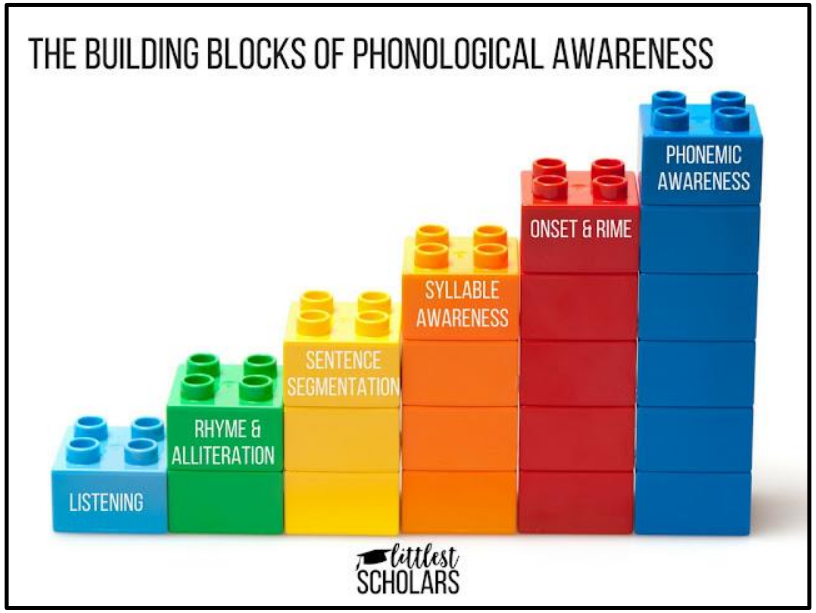
## 2. Phonological Awareness

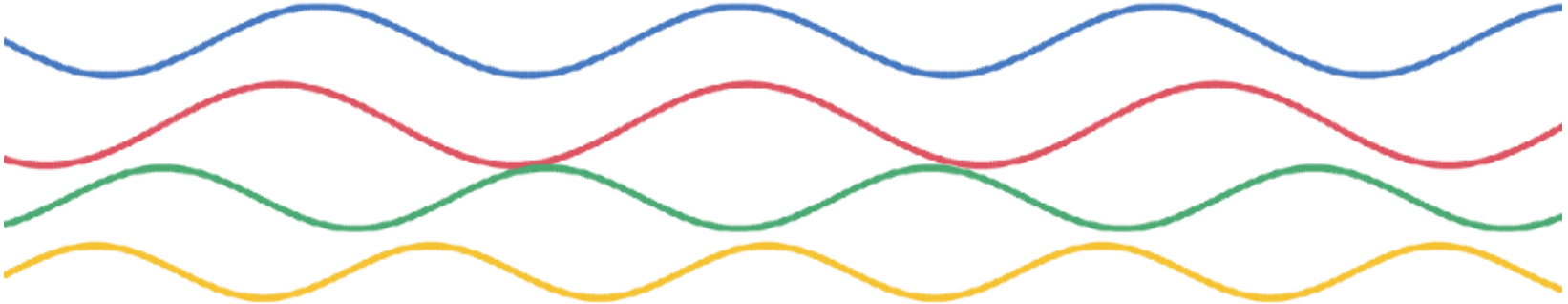
a. Develops awareness of syllables in spoken words.
b. Develops awareness of initial sounds, onsets, and rimes in spoken words.
c. Develops understanding of rhyme.



# Definition of Phonological Awareness:

The ability to recognize and work with sounds in spoken language.





## Phonological Awareness Leads to Reading Success!

- It is necessary for learning and using the alphabetic code.
- It predicts later outcomes in reading and spelling.
- The majority of poor readers have relative difficulty with phoneme awareness and other phonological skills.
- Phonological awareness interacts with and facilitates the development of vocabulary

## Through Listening Children Can Learn:

- Language is made of words.
- Words have meaning.
- Words are made up of syllables.
- Some sounds are alike, some are different.
- There are differentiations between pitches of voices.
- Sounds are both vocal and environmental.
- Vocabulary is built through both exposure and meaning.

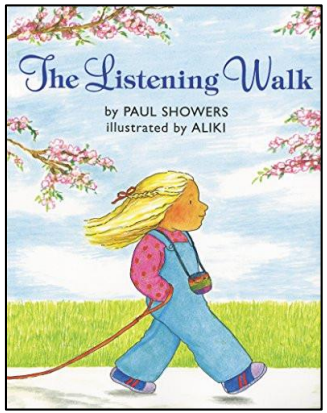


# Day 1: Listening for Sounds

We can hear all sorts of sounds that make our ears wiggle!

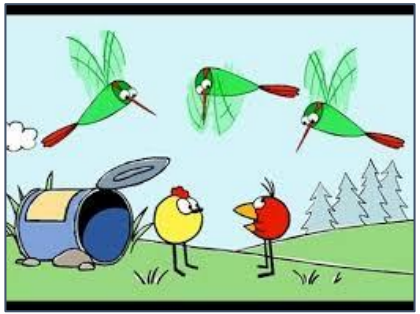
## Book:

The Listening Walk




## Videos:

Sounds Like...



Power Paige's Art Smarts



# Activities

***Guess the Sound***

***Slinky Sound Stretch***

***Sound Soup***

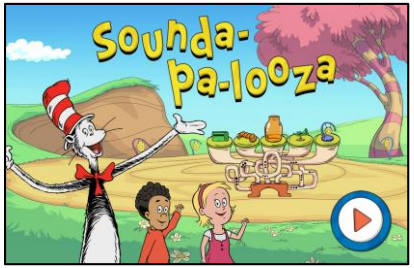


**Center Activity:** What Do You Hear?



**Games:**



# Segmentation

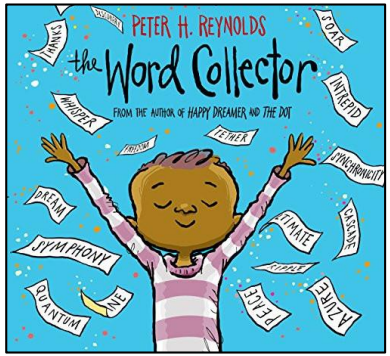


# Day 2: Recognizing Words and Syllables

Words wiggle into sentences and syllables bounce into words.

**Book:** **Video:**

The Word Collector




I Love Words




Elephant in Exclamation Park



# Activities

- Words of the Day
- Sentence Hop
- Silly Sentences
- Feel the Words
- Move to the Syllables
- Label It!



**Center Activity:** Feed the Fish Syllable Sort



**Game:**



# Alliteration and Rhyming

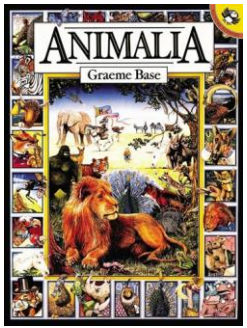


# Day 3: Onset and Alliteration

Some words wiggle with the same beginning sound.

**Book:**

Animalia




**Video:**

Troubling Tongue Twister



# Activities

- Letter Puppets
- Onset “I Spy”, “I’m Going on a Trip”, and Sound Detective
- Tongue Twisters
- Alliterative Names



**Center Activity:** Water Painting with Alphabet cards



**Games:**



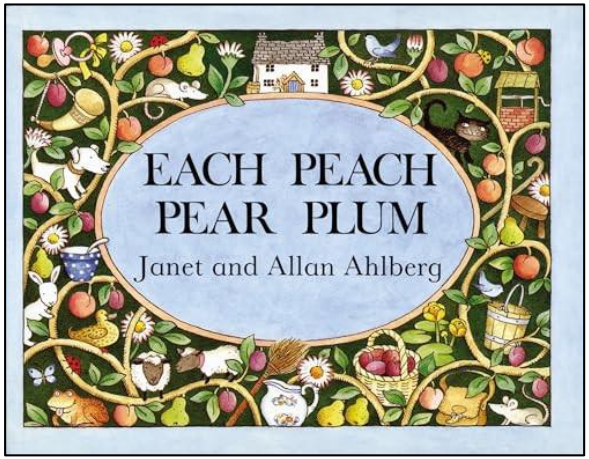



## Day 4: Rhyming

Some words wiggle together because they sound alike.

### Book:

Each Peach Pear Plum




### Videos:

Sons of Poetry



Sesame Street Rhyming



The Rhyming Carnival



20 Second Rhymes



# Activities

Rhyme Time Dance

One of These Things Is Not Like the Others

Rhyme Time Magnets Craft



**Center Activity:** Rhyming Puzzles



**Game:**



# Comprehension and Collaboration



# Read Aloud Tips for Strengthening Comprehension and Vocabulary Acquisition:

- **Before Reading:** Use a Picture Walk to spark predictions about the story.
- **While Reading:** Have the children make a motion when they hear one of the “words of the day” read or spoken and ask simple "Who," "What," ”Why”, and "How" questions during the story to deepen children’s understanding.
- **After Reading:** Take turns to make an add-on story that serves as a “sequel” to a story or video.

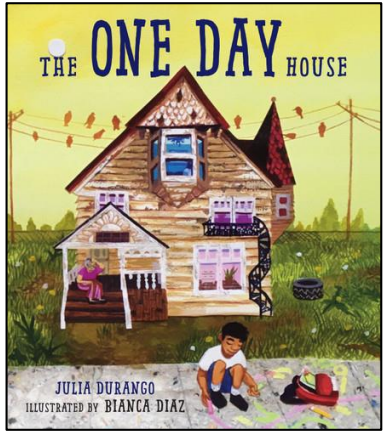


# Day 5: Vocabulary and Story Comprehension

Stories make our brains wiggle while we think.

**Book:**

The One Day House




**Videos:**

Trolley Story Book



Donkey Hodie Bedtime Stories



# Activity

**Storytelling Cards**



**Center Activity:** Story Sequencing



**Games:**



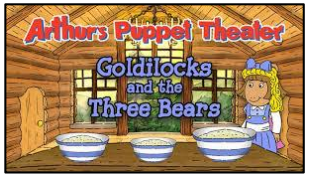








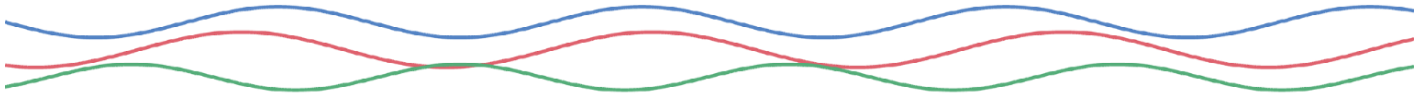




# The Link between Literacy and Children's Media:

"Dr. Lisa Hurwitz found that kids — especially preschoolers — who viewed Ready to Learn programming exhibited significantly higher early literacy skills, especially vocabulary and phonological concepts. She notes, "These effects are equivalent to about one-and-a-half months of literacy learning above and beyond typical growth."

# Evaluation Information



# Learn & Play Treasure Chests

John Henry Eldred Jr. FOUNDATION

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