

# Spring 2008 Literacy Activities at the Miles Early Childhood Development Center



Young children have a natural desire to communicate – it is our job to support that interest and provide them with lots of opportunities to expand their experiences with literacies and foster motivation for reading, writing, listening, speaking, and viewing!



## At ECDC:

- We take a holistic approach to emergent literacy
- We see all its wonderful dimensions as inextricably intertwined
- We observe and document children's growth within a broad spectrum of expectations and along a continuum that is predictable, but never rigidly dictated.

Here is some of what we are seeing at  
this time of year

## 2's Class

The 2's are doing lots of activities that connect with stories they love



Manipulating  
teacher-made  
props  
encourages  
interaction  
with story  
characters.

## 2's Class

Inspired by the stories, *A Box Can Be Many Things*, and *Not a Box*, Adam uses little boxes to make prints.



## 2's Class

“I can read by myself if I want to....”Lilly knows already that connecting with literature is personal!



## 2's Class

Reading *Little Cloud and It Looked Like Spilt Milk* led Julia to create cloud pictures that were so interesting, she couldn't wait to talk about them!



## 2's Class



Ellyse and Emmett are super-focused, working intently to help make a class alphabet book using the letters in all their names

## 3's Class

In the 3's we are beginning to study topics of interest, and books become an integral part of that process.



Right now they are interested in dinosaurs and fossils....

## 3's Class



They are learning that books can answer questions, and also generate them!

They are learning the difference between fiction and non-fiction. One of their favorites is, *What Happened to Patrick's Dinosaur?*

## 3's Class



They spend lots of time now using props to act out their ideas as they retell favorite books to one another.

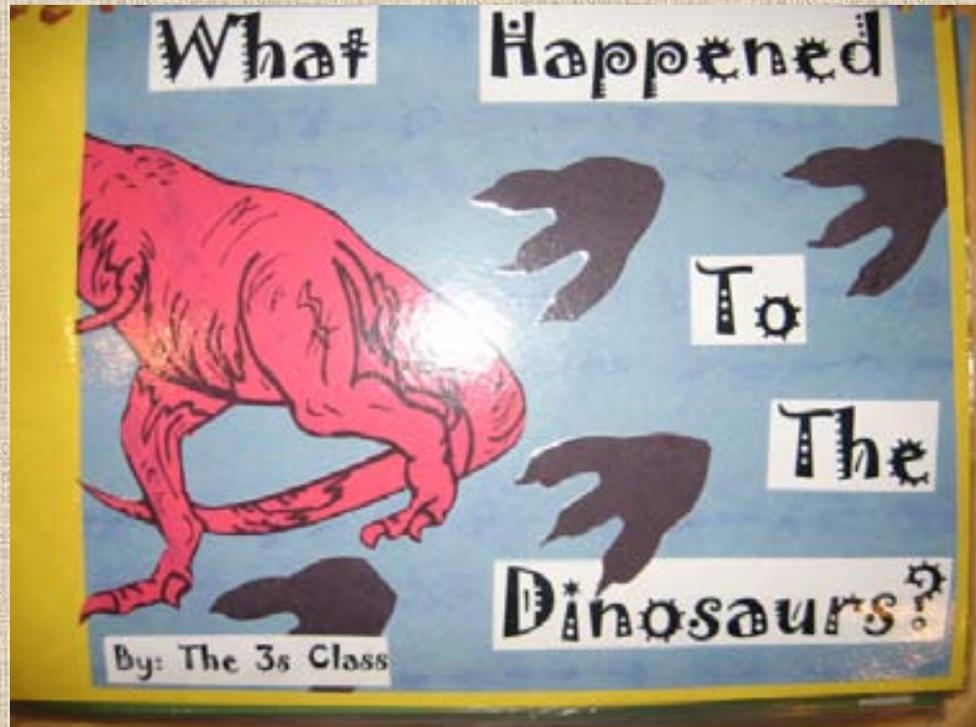


## 3's Class



Representing their words accurately is important. Our 3's Graduate Assistant, Anna Port, makes sure she knows what Alyssa wants to say about her picture.

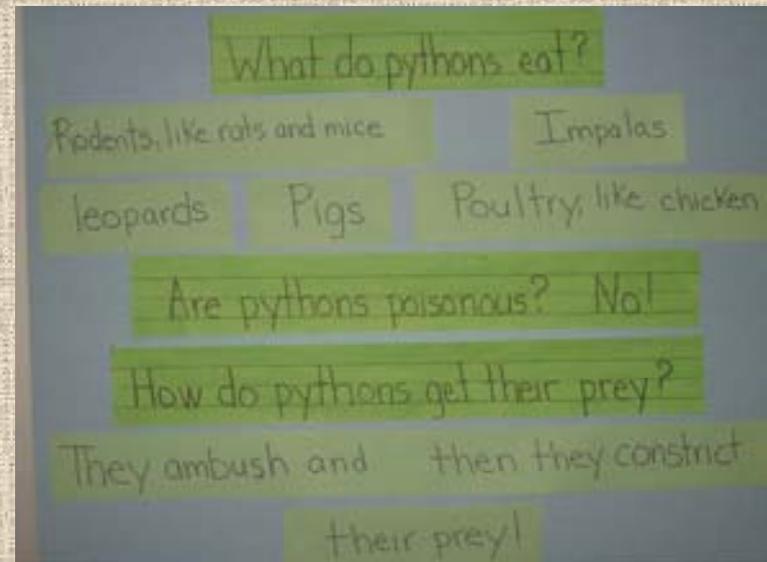
## 3's Class



Children see how their words and ideas are valued when they are turned into books that become part of the classroom library.

## 4's Class

In the 4's, the kids are now deeply committed to research as an important means for finding out the answers to their hundreds of questions – they are obsessive 'fact-checkers'



They are now taking a serious interest in the mechanics of language – really intrigued and motivated by the ‘mysteries’ of reading and writing – and by the books their kindergarten friends are producing.

## 4's Class



## 4's Class



They are acquiring and using many strategies both for decoding text in books they like, and generating letters and words to label the drawings for books they want to produce themselves.

## 4's Class



They are starting to describe themselves as readers, writers, and authors. The teachers carefully scaffold their learning as they are in many different places in their understanding of text.

## Kindergarten

Our 5's have their own classroom publishing company; this year it is called *Butterfly Publishing, Inc.*

It is in super-high gear at this time of year! They are producing books almost faster than we can bind and laminate them!

# Kindergarten

Their book rack is filled with many examples of both fiction and non-fiction, illustrated with wonderful drawings and photos on a wide range of topics drawn from their experiences and interests.



# Kindergarten

Brainstorming, drafting, collaboration, shared reading, transcribing and editing, printing, and binding go on all day long!



## Kindergarten

They look forward to each new book that is published and celebrate each others' ideas and products. They will soon be going to the 3's rooms to be guest readers!



# At ECDC, we believe the classroom can be a very satisfying place for everyone WHEN:

- Children see the value and meaning of literacy in their daily lives
- Children see that adults are invested in and place a high value on their work
- Children's literacy development is allowed to emerge according to each child's internal clock
- Literacy instruction is not viewed from a 'one-size fits all' perspective
- Children understand that reading and writing open the window on a big and interesting world