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Early Literacy

How to Make it Happen!


Presented by: **Sandy Inkster**
Early Literacy Specialist for Muskoka
Hands TheFamilyHelpNetwork.ca

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Learning Objectives

- Understand brain development in young children
- Understand correlation between positive relating and interactions with children and their optimal development
- Use child development information to provide appropriate toys and activities



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Know Your Destination

- Starting the journey: the **relationship** is key
- Trip Insurance: **experiences** with support to guide through the stages
- **"Oh, the Places You'll Go!"**: inspiring children to be **life-long learners**



In the beginning...

- Over 100 billion brain cells
- $\frac{1}{4}$ or 25% already activated
- $\frac{3}{4}$ or 75 % waiting to be 'ignited'
- Use it or lose it - the brain self prunes
- Repetition is vital



Brain Development

- Infants communicate ~ critical that adults respond (Brain picture)
- Parents and caregivers: incredible role of influencing children (Routines)
- Growth and development as affected by sensory stimulation



Five Senses - Thank you, Aristotle!


- **Touch** - One of the first senses to develop: hug, kiss, snuggle, massage, touching rhymes
- **Taste** - Prefers sweet, limited exploration for about 6 months:
 - feed healthy
- **Hearing** - In utero, distinguishes parents voices from others and loves to listen to talking, likes higher pitched voices, singing
 - linked to enhanced letter sound determination: talk out loud, sing, describe, read
- **Smell** - distinguishes parents from others:
 - avoid perfumed/scented products
- **Sight** - first shape, eye contact, emotional expression:
 - black and white/contrasting images, look them in the eye when talking, use facial expressions

Today, we know we have more than 5 senses...

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Critical Periods of Development ~ Windows of Opportunities

- Visual and auditory development
- Language development
- Physical and motor development
- Emotional and social development




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Evidence from Research

- Read the cues
- Follow the lead of the child
- Child directed play/activities
- Outcome not predictable - process not the product (art etc)



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'Not-necessary' Products


- Electronic 'screens'...DVDs, TV, computer
- 'Increase your baby's intelligence' products
- Reading programs for babies - flashcards etc.
- Watch out for pressure to BUY 'multi-sensory' or 'developmental' toys!



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Six Skills for Literacy


- Vocabulary
- Print Motivation
- Print Awareness
- Narrative Skills
- Letter Knowledge
- Phonological Awareness (Rhyming, alliteration, blending, segmentation and manipulation)



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Bring a Book Alive!

- pre-reading/practice reading/pick up on patterns, math, language play
- author, illustrator, dedication page
- voice
- expression
- delete words/add words
- describe what you see/point out
- props
- dramatize - puppets, felt, figures, act
- active participation
- re-telling of story ...beginning, middle, end/first, after, next, and then, finally"



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Understanding Learning Styles

- **Visual Learners: learn through seeing...**
- These learners need to see the teacher's body language and facial expressions to fully understand the content of a lesson. They like to sit at the front of the class to avoid visual obstructions. They may think in pictures and learn best from visual displays.
- Remember visual details
- Prefer to see what they are doing
- Like to have paper and pencil handy
- Doodle while listening
- Have trouble following lectures
- Like to write down instructions or telephone numbers



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Understanding Learning Styles

- **Auditory learners: learn through listening...**
- They learn best through verbal discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard.
- Enjoy discussion
- Remember by talking out loud
- Need to have things explained orally
- Have trouble with written instructions
- Talk to themselves while learning something new
- Repeat a telephone number to remember it



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Understanding Learning Styles

- **Tactile/Kinesthetic learners: learn through moving, doing and touching...**
- Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods of time and may become distracted by their need for activity and exploration.
- Prefer activities
- Want to actually do whatever is being talked about or learned
- Like to move around while listening or talking
- Often 'talk' with their hands
- Like to touch things to learn about them
- Remember things by recalling who did what, rather than who said what



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Multiple Intelligences

Howard Gardner's Multiple Intelligences

The eight intelligences described by Howard Gardner are:

Verbal/Linguistic Intelligence. These students tend to be strong in reading, writing and speaking. They are often successful in our classroom because their particular intelligence is one that is valued in most education systems.

Mathematical/Logical. They display a talent for numbers, reasoning, recognition of abstract patterns and problem solving. Students with this intelligence do well in classrooms where teachers follow logical sequences.

Visual/Spatial. These students want to see what they are learning and often have the ability to construct mental images in their minds.



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Bodily/Kinaesthetic. They learn best through physical activities such as movement, dance, athletics, games and manipulatives. These students are often described as being *over* active.

Musical/Rhythmic. Students learn well through patterns, regularity and song. They have an understanding for rhythms and relationships.

Interpersonal. They function primarily through person-to-person relationships and tend to work well in cooperative situations.

Intrapersonal. Students identify with their own feelings and emotions. Their strengths include self-reflection and metacognition (thinking about their thinking).

Naturalist. They take pleasure in their natural world and tend to notice connections in environmental issues and situations.



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What are My Learning Strengths?

Research shows that all human beings have at least eight different types of intelligences. Depending on your background and age, some intelligences are more developed than others. This activity will help you find out what your strengths are. Knowing this, you can work to strengthen the other intelligences that you do not use as often.

Verbal/Linguistic Intelligence	Logical/Mathematical Intelligence
<input type="checkbox"/> I enjoy telling stories and jokes	<input type="checkbox"/> I really enjoy my math class
<input type="checkbox"/> I have a good memory for trivia	<input type="checkbox"/> I like the logic math puzzles or brain teasers
<input type="checkbox"/> I enjoy word games (ex. Scrabble, puzzles)	<input type="checkbox"/> I find solving math problems to be fun
<input type="checkbox"/> I read books just for fun	<input type="checkbox"/> If I have to memorize something I tend to place events in a logical order
<input type="checkbox"/> I am a good speaker	<input type="checkbox"/> If I like to find out how things work
<input type="checkbox"/> In an argument I tend to use put-down or sarcasm	<input type="checkbox"/> I enjoy computer and my math games
<input type="checkbox"/> I like talking and writing about my ideas	<input type="checkbox"/> I like playing chess, checkers, or Monopoly
<input type="checkbox"/> If I have to memorize something I create a rhyme or story to help me remember	<input type="checkbox"/> In an argument I try to find a fair and logical solution
<input type="checkbox"/> If something breaks and won't work, I read the instruction book first	<input type="checkbox"/> If something breaks and won't work, I look at the pieces and try to figure out how it works
<input type="checkbox"/> For a group presentation I prefer to do the writing and library research	<input type="checkbox"/> For a group presentation I prefer to create the charts and graphs
Visual/Spatial Intelligence	Bodily/Kinaesthetic Intelligence
<input type="checkbox"/> I prefer a map to written directions	<input type="checkbox"/> My favourite class is gym since I like sports
<input type="checkbox"/> I daydream a lot	<input type="checkbox"/> I enjoy activities such as woodworking, sewing, and building models
<input type="checkbox"/> I enjoy hobbies such as photography	<input type="checkbox"/> When looking at things, I like touching them
<input type="checkbox"/> I like to draw and create	<input type="checkbox"/> I have trouble sitting still for any length of time
<input type="checkbox"/> If I have to memorize something I draw a diagram to help me remember	<input type="checkbox"/> I use a lot of body movements when talking
<input type="checkbox"/> I like to doodle or paper airplane. I can't sit in a magazine. I prefer looking at the pictures rather than reading the text	<input type="checkbox"/> If I have to memorize something I write it out a number of times until I know it
<input type="checkbox"/> In an argument I try to keep my distance, keep silent or make some excuse	<input type="checkbox"/> I tend to tap my fingers or play with my pencil during class
<input type="checkbox"/> If something breaks and won't work I tend to think the diagram of how it works	<input type="checkbox"/> In an argument I tend to strike out and hit or call away
<input type="checkbox"/> For a group presentation I prefer to draw all the pictures	<input type="checkbox"/> If something breaks and won't work I tend to play with the pieces to try to fit them together
	<input type="checkbox"/> For a group presentation I prefer to move props around, hold things

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Music/Rhythmic Intelligence <input type="checkbox"/> I enjoy listening to CDs and the radio <input type="checkbox"/> I tend to hum to myself when working <input type="checkbox"/> I like to sing <input type="checkbox"/> I play a musical instrument quite well <input type="checkbox"/> I like to have music playing when doing homework or studying <input type="checkbox"/> If I have to memorize something I try to create a rhyme about the event <input type="checkbox"/> In an argument I tend to shout or speak more in some sort of rhythmic way <input type="checkbox"/> I can remember the addresses of many things <input type="checkbox"/> If something breaks and won't work I tend to tap my fingers to a beat while I figure it out <input type="checkbox"/> For group presentations I prefer to put new words to a popular tune or use music	Interpersonal Intelligence <input type="checkbox"/> I get along well with others <input type="checkbox"/> I like to belong to clubs and organizations <input type="checkbox"/> I have several very close friends <input type="checkbox"/> I like helping teach other students <input type="checkbox"/> I like working with others in groups <input type="checkbox"/> Friends ask my advice because I seem to be a natural leader <input type="checkbox"/> If I have to memorize something I ask someone to quiz me to see if I know it <input type="checkbox"/> In an argument I tend to ask a friend or come across in authority for help <input type="checkbox"/> If something breaks and won't work I try to find someone who can help me <input type="checkbox"/> For a group presentation I like to help organize the group's efforts
Intrapersonal Intelligence <input type="checkbox"/> I like to work alone without anyone bothering me <input type="checkbox"/> I like to keep a diary <input type="checkbox"/> I like myself <input type="checkbox"/> I don't like crowds <input type="checkbox"/> I know what I am good at and what I am weak at <input type="checkbox"/> I find that I am strong-willed, independent and don't follow the crowd <input type="checkbox"/> If I have to memorize something I tend to close my eyes and feel the situation <input type="checkbox"/> In an argument I will usually walk away until I calm down <input type="checkbox"/> If something breaks and won't work, I wonder if it's worth fixing up <input type="checkbox"/> For a group presentation I like to contribute something that is uniquely mine, often based on how I feel	Naturalist Intelligence <input type="checkbox"/> I am keenly aware of my surroundings and of what goes on around me <input type="checkbox"/> I love to go walking in the woods and looking at the flowers and trees <input type="checkbox"/> I enjoy gardening <input type="checkbox"/> I like to collect things (ex. rocks, sports cards, stamps) <input type="checkbox"/> As an adult, I think I would like to get away from the city and enjoy nature <input type="checkbox"/> If I have to memorize something, I tend to organize it into categories <input type="checkbox"/> I enjoy hearing the noises of living things in our environment, such as flowers and trees <input type="checkbox"/> In an argument I tend to compare my opponent to someone or something I have read or heard about and react accordingly <input type="checkbox"/> If something breaks down, I look around me to try and see what I can feel to fix the problem <input type="checkbox"/> For a group presentation I prefer to organize and classify the information into categories as it makes sense
TOTAL SCORE ____ Verbal/ Linguistic ____ Musical/Rhythmic ____ Logical/Mathematical ____ Interpersonal ____ Visual/Spatial ____ Intrapersonal ____ Bodily/Kinaesthetic ____ Naturalist	
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Giving Children Feedback

No more 'good job!'

- Concrete feedback
- Drawbacks of judgments
- Recognizing effort
- Combat perfectionism
- Reduce dependence
- Show you care

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The Ideas Page

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

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Stuck for Ideas? Choose the tool...

- ELECT (Early Learning for Every Child Today Framework)
<http://web.idcsb.on.ca/ProgramsServices/curriculumexpectations/Early%20Years/ELECT.pdf>
- Nipissing Developmental Screening Tool
<http://www.ndds.ca>
- Early Literacy Checklist



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Websites

- <http://www.zerotothree.org/baby-brain-map.html>
- http://www.frp.ca/_data/n_0001/resources/live/play-for-the-brain_ENG.pdf
- <http://twoparents.tv.org/article/babies-brains-and-importance-caregivers>
- <http://www.offordcentre.com/parenting/docs/Jean%20Clinton%20ppt.ppt>
- <http://www3.tv.org/video>
- <http://www.childtrauma.org/>
- <http://www.withthebrainmind.org/>
- <http://www6.miami.edu/touch-research/>
- <http://www.sosparents.org/>
- <http://www.founders.net/>
- http://www.parentsmatter.ca/document/docWindow.cfm?fuseaction=document_viewDocument&documentid=469&documentFormatId=931



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Websites

- <http://firstthreeyears.org/index.html>
- <http://www.hwtears.com/hwt>
- aboutkidshealth.ca
- www.cribside.ca
- www.helpthegrow.com
- www.biengrandir.com
- www.naitreetgrandir.net/fr/
- parents2parents.ca/node/912
- eleverbebe.com
- kidshealth.org/parent
- www.afeseo.ca/html/EnfantAction/A01Introduction.shtml#
- www.cdc.gov/parents/cdc_tv_videos.html
- www.learner.org/resources/series59.html
- www.frasermustardchair.ca/buildingbrains
- www.caringforkids.cps.cawww.soinsdenosenfants.cps.ca/developingchild.harvard.edu



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Books

- *A Pair of Socks* - Stuart J. Murphy
- *Art for Baby* - Various Artists
- *Baby Cakes* - Karma Wilson
- *Baby Faces Series (Smile, Splash, Eat, Sleep)* - Roberta Grobel Intrater
- *Barnyard Dance* - Sandra Boynton
- *Brown Bear, Brown Bear What Do You See?* - Bill Martin Jr.
- *Did You Hear Wind Sing My Name?* - Sandra De Coteau Orte
- *Dr. Seuss's ABC* - Dr. Seuss
- *Freight Train* - Donald Crews
- *Giving Thanks* - Chief Jake Swamp
- *Going On A Bear Hunt* - Michael Rosen
- *Hey! What's That Sound?* - Veronika Martenova Charles
- *Lessons from Mather Earth* - Elaine McLeod and Colleen Wood
- *Mouse's First Christmas* - Lauren Thompson
- *Nivechihaw I Help* - Caitlin Dale Nicholson
- *Real Mather Goose* - Blanche Fisher Wright
- *The Enormous Potato* - Aubrey Davis
- *Wild Child* - Lynn Plourde
- *When the Leaf Blew In* - Steve Metzger
- *Zoe and the Fawn* - Catherine Jameson

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Acknowledgements and References

- Dr. Jean Clinton, Associate Clinical Professor, Department of Psychiatry and Behavioural Neurosciences at McMaster, division of Child Psychiatry. She is on staff at McMaster Children's Hospital. In addition, she is an Associate in the Department of Child Psychiatry, University of Toronto and Sick Children's Hospital. She is an Associate Member of the Offord Centre for Child Studies.
- Dr. Fraser Mustard, was a founding member of McMaster University's medical school and launched the Canadian Institute for Advanced Research, an organization that brought together renowned researchers from across the country to tackle major scientific and social issues.
- His work earned him the Order of Ontario and the Order of Canada.
- Dr. Bruce Perry, M.D., Ph.D. is the Senior Fellow of The ChildTrauma Academy (www.ChildTrauma.org) in Houston and an Adjunct Professor of Psychiatry and Behavioral Sciences at the Feinberg School of Medicine of Northwestern University in Chicago. He is a clinician and researcher in children's mental health and the neurosciences, and an internationally-recognized authority on children in crisis. From 1993-2001, he was the Thomas S. Trammell Research Professor of Psychiatry at Baylor College of Medicine and Chief of Psychiatry at Texas Children's Hospital. He is currently Senior Fellow at the ChildTrauma Academy which is a leading center of research and education on child maltreatment. He also serves as Senior Consultant to the Alberta Ministry of Children's Services in Canada.

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Acknowledgements and References

- Dr. Stuart Shanker, Distinguished Research Professor of Philosophy and Psychology at York University and currently serving as Director of the Milton and Ethel Harris Research Initiative (MEHRI).
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- I Am Your Child Campaign *The First Years Last Forever* video. Sponsored by Reiner Foundation

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Thank you for attending!

- More info, resources or to further discuss:
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