



**THE HEART
OF IT ALL™**

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Literacy Academy 2025

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THE FOUNDATION FOR THE SCIENCE OF READING

Using the Five Early Literacy Practices
for Early Learning Success

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OBJECTIVES

- Define the building blocks for early literacy and what it looks like in practice
- Identify key connections between the Science of Reading and Early Literacy Practices
- Sketch out ways to embed the Five Early Literacy practices into routines for infants, toddlers, and preschoolers for Professional Development

THE RUNDOWN

- Brief Overviews:
 - What is the Simple View of Reading?
 - How do we connect the Science of Reading to Early Childhood Practices?
- How do we embed this into our Professional Development?
 - 3 Prong Approach
 - Prong 1: Professional Learning Communities
 - Prong 2: Coaching and Data Reviews
 - Prong 3: Family Engagement and Education

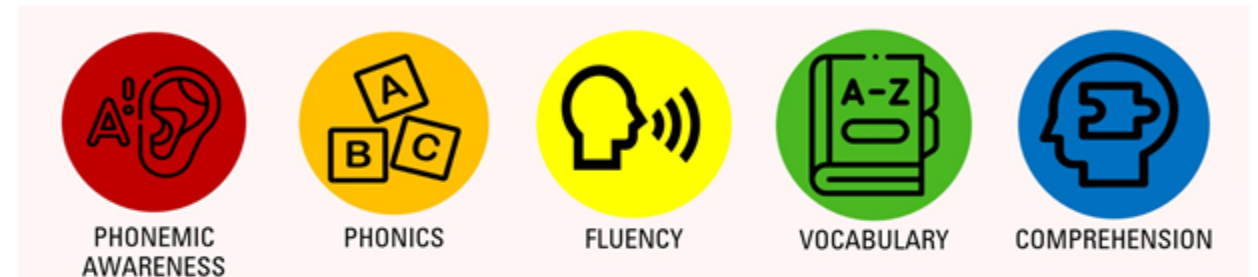
REFLECTION RESOURCE

Slide content overview

Space for your notes

QR Code linked to resources

The Science of Reading Elements



WHAT IS THE SIMPLE VIEW OF READING—FOR EARLY CHILDHOOD?



The ability to transform
print into spoken
language

**Word
Recognition**

X



The ability to understand
spoken language

**Language
Comprehension**

=



The ability to understand
written language

**Reading
Comprehension**

HOW DO WE CONNECT THE SCIENCE OF READING TO EARLY CHILDHOOD PRACTICES?

COMPONENTS OF THE SCIENCE OF READING



PHONEMIC
AWARENESS



PHONICS



FLUENCY



VOCABULARY



COMPREHENSION

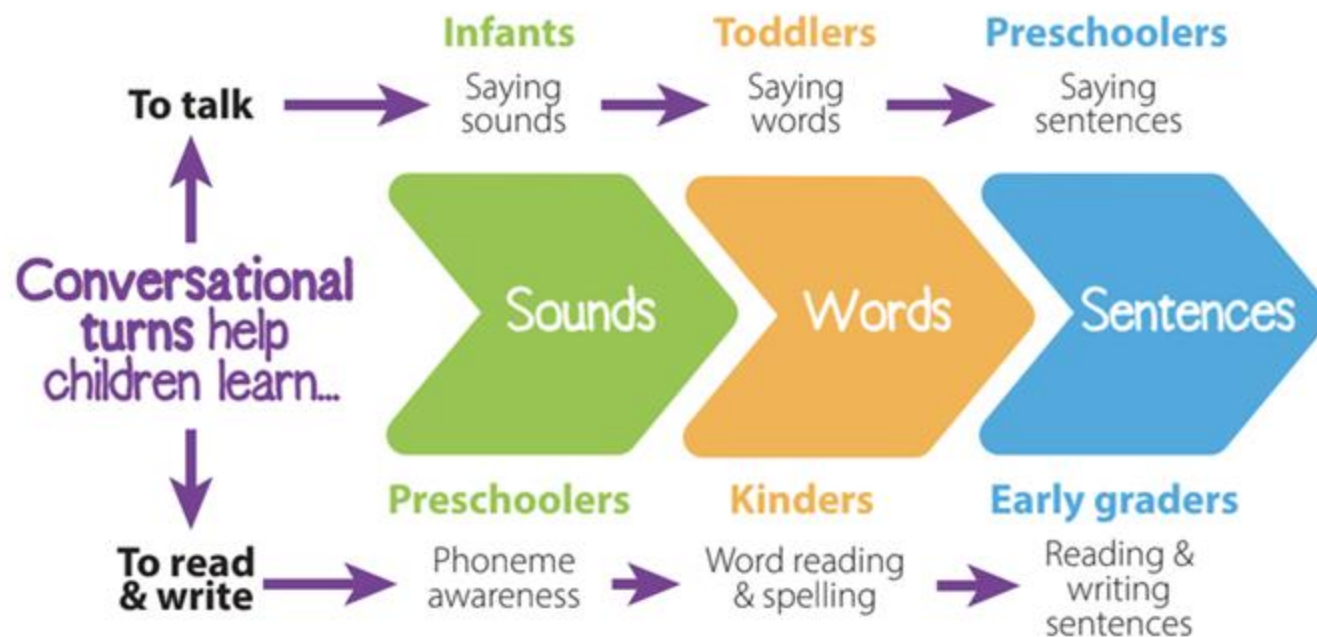


get the
infographic
here!



Did you know?

Learning to read & write starts earlier than you think!



FIVE EARLY LITERACY

PRACTICES





Encouraging children to talk helps build skills for understanding and comprehension through questions, telling stories, and imagining



Shared reading or
interactive reading helps
model language and
illustrates print has
meaning



Reading and writing represent spoken language, demonstrating print has meaning. Writing supports fine and gross motor skills



Slows down language so
children can hear the
smaller sounds in new
words



Symbolic play, dramatic play, and roleplaying help children develop expressive language skills

HOW DID WE EMBED THIS INTO OUR PROFESSIONAL DEVELOPMENT?



INTENTIONAL
LITERACY PRACTICE
THROUGH
PROFESSIONAL
LEARNING
COMMUNITIES



IMPROVED DATA
LITERACY THROUGH
CLASSROOM-
EMBEDDED COACHING
AND RESOURCES



ENGAGING,
EDUCATING, AND
SUPPORTING FAMILIES
THROUGH PROGRAMS,
EVENTS, AND
RESOURCES



LITERACY FRAMEWORK
LENA + CLASS - PLAY-BASED LITERACY INTERVENTIONS

PRONG 1: PROFESSIONAL LEARNING COMMUNITIES

BOOK-SPECIFIC READING RESOURCES

Instead of utilizing a curriculum supplement, we created resources to go along with books provided within the PLC. In essence, “if you teach a man to



Meaningful Moments: Reading with Infants

Reading aloud to children is important, and how you share books can make a big difference!



“Hello, World! Weather” by Jill McDonald



PAGE	CONVERSATION STARTERS
1-2	It's cold and snowy here in Dayton!
3-4	The sun is out - the flowers are getting watered so they can grow.
5-6	When it's warm and sunny, we get to play on our playground.
7-8	You can blow air like the wind, like this! (Model) The wind might feel colder outside.
9-10	This kite has bows on its tail, like the ones in your hair.
11-12	Morning time is when you come to school! The sun might not be all the way up yet.
13-14	The girl is wearing a sweater and so is her dog! Does your dog wear a sweater to play outside?
15-16	Look at the snow! You can roll and play in the snow, until you get too cold!
17-18	I wore my big coat, a hat, and gloves to school today. I saw you wore _____.
19-20	The duck is playing and splashing in the rain! Show me how you would splash.
21-22	She has an umbrella - it protects her from the rain.
23-24	Look at those colors! There's red, orange, yellow, green, blue, indigo, and purple.

SPOTLIGHT ON TEACHER BEHAVIORS

During the PLC, we introduced the 14 talking tips from LENA. We discussed the importance of talking WITH children, not just at them.

We modeled this more specifically in coaching sessions



THE 14 TALKING TIPS

Use these tips to increase words & turns when talking, reading, or singing with a child.

1. **Talk about** what you're doing and thinking.
2. **Comment on** what they're doing or looking at.
3. **Name things** that they're interested in.
4. **Get down to their level:** face to face.
5. **Touch, hug, hold.**
6. **Tune in and respond** to what they look at, do, and say.
7. **Wait for their response.**
8. **Imitate them,** and add words.
9. **Make faces, use gestures.**
10. **Take turns** – don't do all the talking.
11. **Repeat and add** to what they say and do.
12. **Follow their lead,** do what interests them.
13. **Encourage them,** be positive.
14. **Be silly!** Relax and have fun!

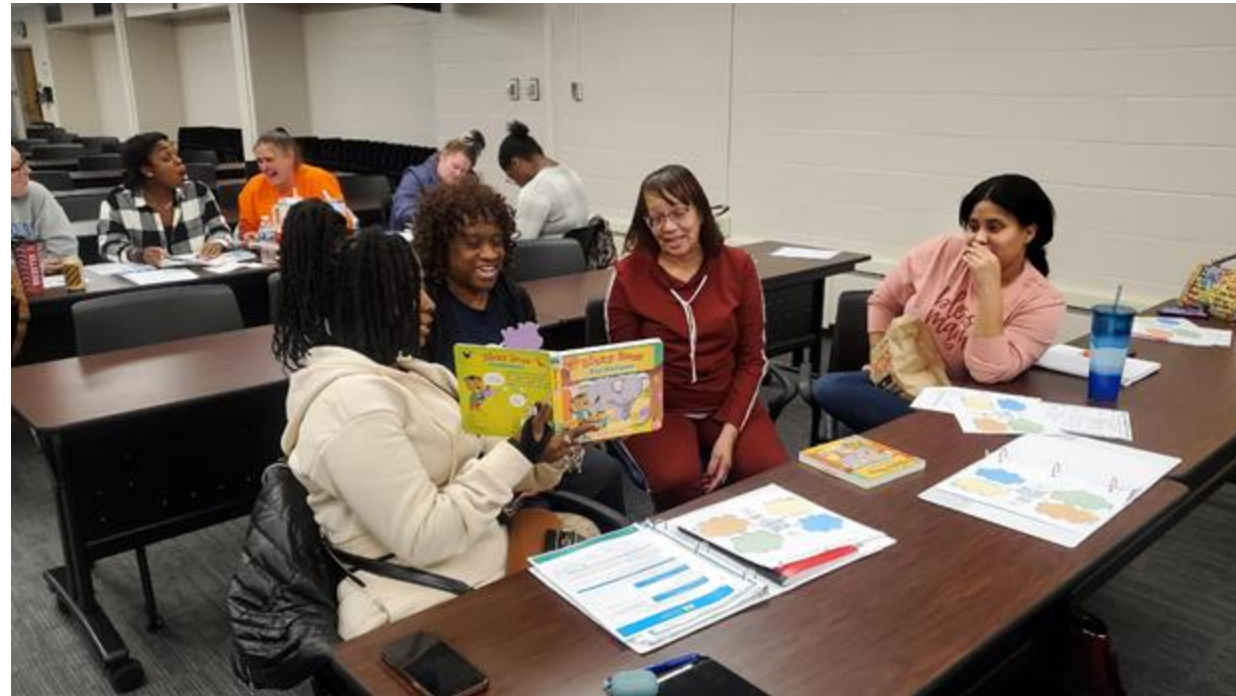
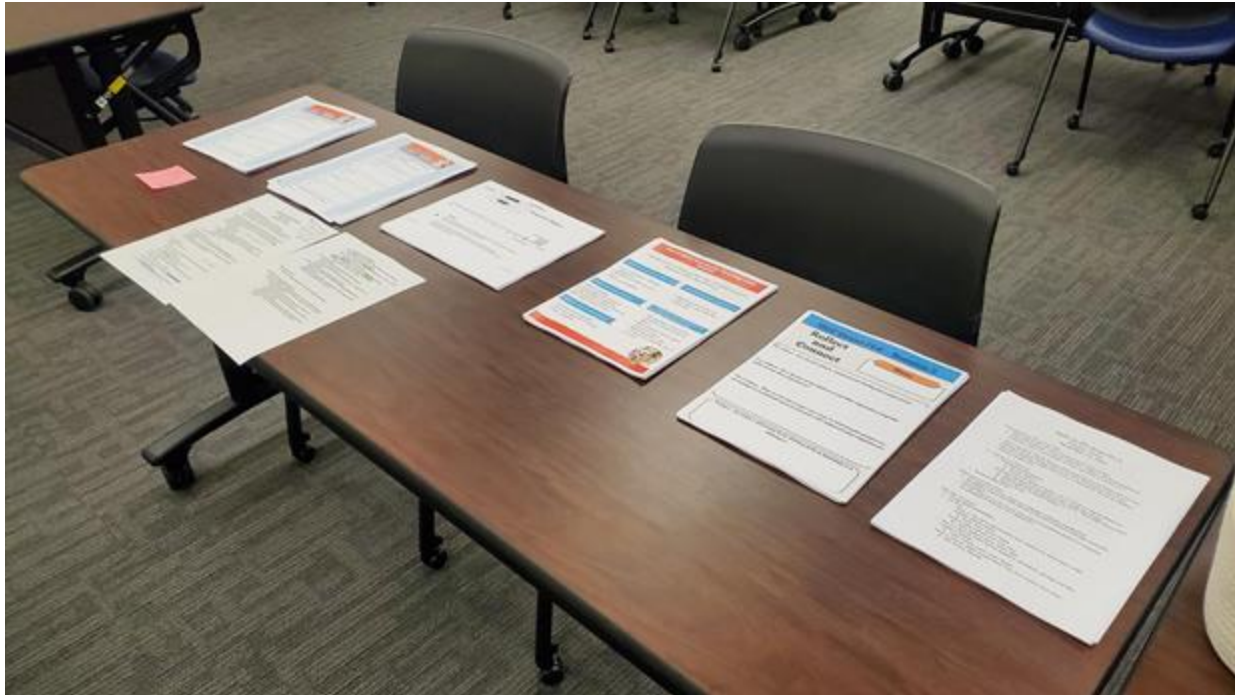
LENA

Early talk shapes a child's life. LENA shapes early talk.
Visit LENA.org to learn how our programs put powerful data in the hands of families and teachers to improve outcomes for children.

BACK TO BASICS: HANDS-ON WORKSHOPS



BACK TO BASICS: SHIFTING MINDSETS



PROFESSIONALIZING THE WORK POSTER SESSION

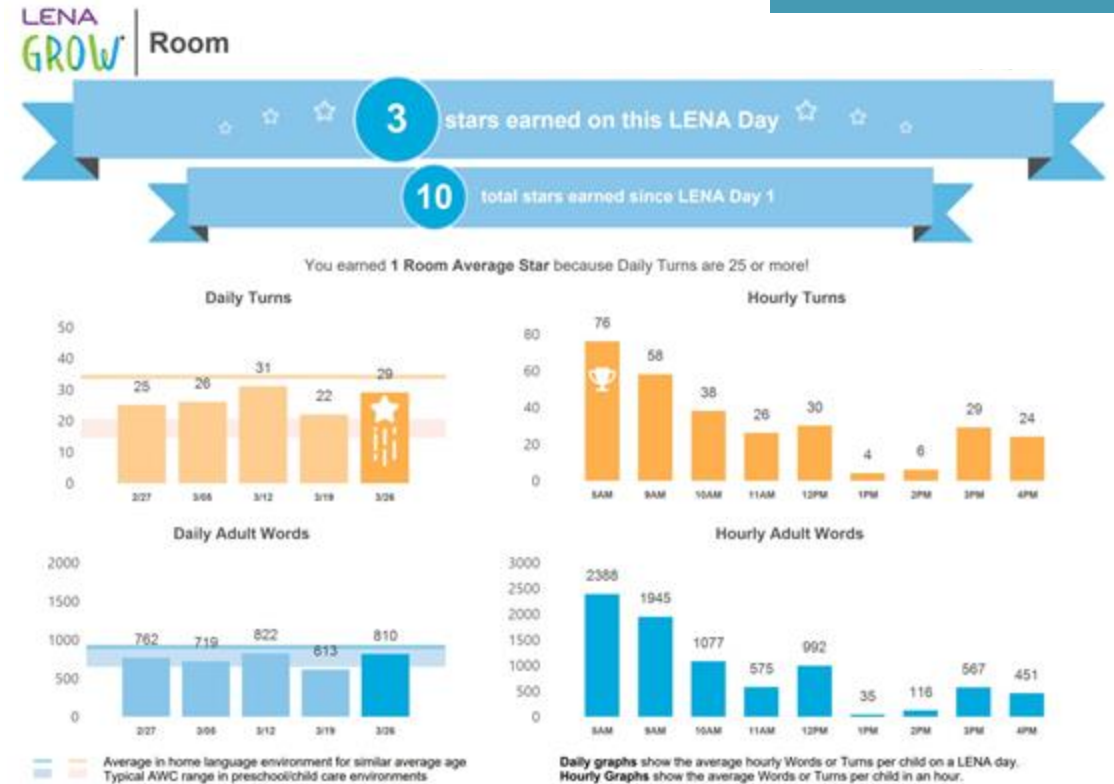


LEARNING BEGINS AT BIRTH



PRONG 2: COACHING AND DATA REVIEWS

DATA COLLECTION, REVIEW, AND COACHING



MODELING AS A MEANS OF COACH



CREATING RESOURCES

Schema Play, Every Day

Play schemas are some of the earliest patterns we see in kiddo's early learning. By understanding these schemas, we can channel kiddo's natural curiosities. Sometimes these schemas can challenge us, such as throwing or hiding toys. Setting the stage for play can help steer kiddo's energy and exploration into meaningful ways.

Schema Name:
Trajectory

You might notice the child playing with...

- Toy cars, trucks, and wagons
- Balls
- Swings
- Slides and ramps



What does this schema look like?

- Running
- Swinging
- Pushing and pulling
- Knocking down block towers
- Throwing balls and other objects
- Dropping things and watching them fall

What are some additional materials you can provide to support this play?

- Scarves
- Balloons
- Bubbles
- Feathers
- Blocks



How to Play, the Schema Way!

Ramp Roll



Materials: Ramps (can be purchased or made with wood, pipe, tubes, etc.), and objects that can be rolled and pushed down them

How to set up: Assemble the ramp and leave out materials that can be placed on and rolled down the ramp

What to Say: Use descriptive language such as "angle", "height", "direction", and "speed" while asking the child how far they think different objects will travel

Ball Bounce



Materials: Balls, such as fabric or foam balls, that can safely be thrown and bounced

How to set up: Leave classroom-friendly balls out and allow children to play

What to Say: Use terms such as "throw", "bounce", and direction" while playing catch or tossing the ball with the child can make for a fun, interactive game

Scarf Toss



Materials: Thin, lightweight scarves or similar pieces of fabric that slowly fall to the floor upon being tossed/dropped

How to set up: Drop the scarves in an open area and invite the children to watch it slowly fall down and/or try to catch it

What to Say: Ask guiding questions such as "where do you think the scarf will land?" or "do you think you can catch it?" while tossing the scarf and encouraging them to toss it, too

COACHING MAKES THE DIFFERENCE



PRONG 3: FAMILY ENGAGEMENT AND EDUCATION

LITERACY EVENTS

Use the five early literacy practices to inspire families to play at home.

- Keep the directions short and sweet, but also include the objective
- what are we playing in this way?
- What skills does it build?

Activity 1 TALK



Seed Sort

Objective: Children will explore and explain the differences and similarities between different types of seeds by sorting by color, size, shape or another attribute they can name.

- What do you notice about these seeds? Tell me.
- What do you imagine these seeds could grow into?

Directions:



Sort your seeds! Cut open the seed packages and mix them up. Talk about the sizes, shapes, what is different and what is the same.
See if you can sort more than one way, like by color, size or shape.



Activity 2 READ



Lola Plants a Garden

Objective: Children will learn audience skills and listening/comprehension skills by listening to a read-aloud of the story and responding to key questions when prompted.

- Have you ever seen a garden like this before? Describe it.
- If you could plant a garden, would you plant flowers, fruits or vegetables? Why?

Directions:



Guest reader will read the story aloud, emphasizing movement during key points of the story.



Activity 3 WRITE



Plant Drawings

Objective: Children will demonstrate understanding about flowers' and plants' parts and what seeds need to grow by drawing a picture of their own plant (real or imaginary) and helping a grown-up to name/label the parts.

- What parts did you draw on your flower?
- Where do you think we could find more plants?

Directions:



Make a plant journal! As you look for flowers and plants this spring, invite your kiddo to draw the plants they see! Use the journal prompt to guide you: What flowers or plants would you add to your garden?



Activity 4 SING



"Gardening Song"

Objective: Children will learn about what seeds need to grow and the parts of a plant by listening to and singing the song.

- What parts of the plants can you name?
- What would we need to make seeds grow?

Directions:



Scan the QR code for access to the song or listen on a speaker.
Invite kiddos to share different ways to move, using the prompts in the song.



bit.ly/3XmQIH1



Activity 5 PLAY



Plant Dissection

Objective: Children will learn about the parts of plants and flowers by dissecting them using glue and poster board to reassemble them creatively.

- Let's take apart the plants. What do you notice?
- If you could put the plants back together, how would you do it?

Directions:

Take apart plants to learn more about them! You can pull apart the flowers, stems, leaves and roots. Use tools like tweezers or just fingers to pull them apart.

Transport the parts of the plant from one end of the table to the other using a paper plate.

On the poster board, encourage kiddos to reassemble the plants by gluing the parts of the plant back together.



...AND A HANDOUT TO INSPIRE PLAY AT HOME

Play doesn't always come naturally to families, especially when it comes to teaching kiddos how to build kindergarten readiness, language, and literacy skills.

Keep it as simple as possible, but be sure to include:

HOW TO PLAY

WHAT TO SAY



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Conscious Discipline Tip: Taking a deep breath can help calm us down when we are stressed, but it can also be a good thing to practice when we are calm too. Try to use this visual as you breathe in through your nose and out through your mouth: "Smell the flower and blow the seeds."

TALK Seed Sort	Children will explore and explain the differences and similarities between different types of seeds by sorting by color, size, shape or another attribute they can name. <ul style="list-style-type: none"> • What do you notice about these seeds? Tell me. • What do you imagine these seeds could grow into? 	 TALK
READ Book Read-Aloud	Children will learn audience skills and listening/comprehension skills by listening to a read-aloud of the story and responding to key questions when prompted. <ul style="list-style-type: none"> • Have you ever seen a garden like this before? Describe it. • If you could plant a garden, would you plant flowers, fruits or vegetables? Why? 	 READ
WRITE Plant Drawings	Children will demonstrate understanding about flowers' and plants' parts and what seeds need to grow by drawing a picture of their own plant (real or imaginary) and helping a grown-up to name/label the parts. <ul style="list-style-type: none"> • What parts did you draw on your flower? • Where do you think we could find more plants? 	 WRITE
SING Gardening Song	Children will learn about what seeds need to grow and the parts of a plant by listening to and singing the song. <ul style="list-style-type: none"> • What parts of the plants can you name? • What would we need to make seeds grow? bit.ly/3XmQIHl	 SING
PLAY Plant Dissection	Children will learn about the parts of plants and flowers by dissecting them using glue and poster board to reassemble them creatively. <ul style="list-style-type: none"> • Let's take apart the plants. What do you notice? • If you could put the plants back together, how would you do it? 	 PLAY

QUESTIONS?

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