

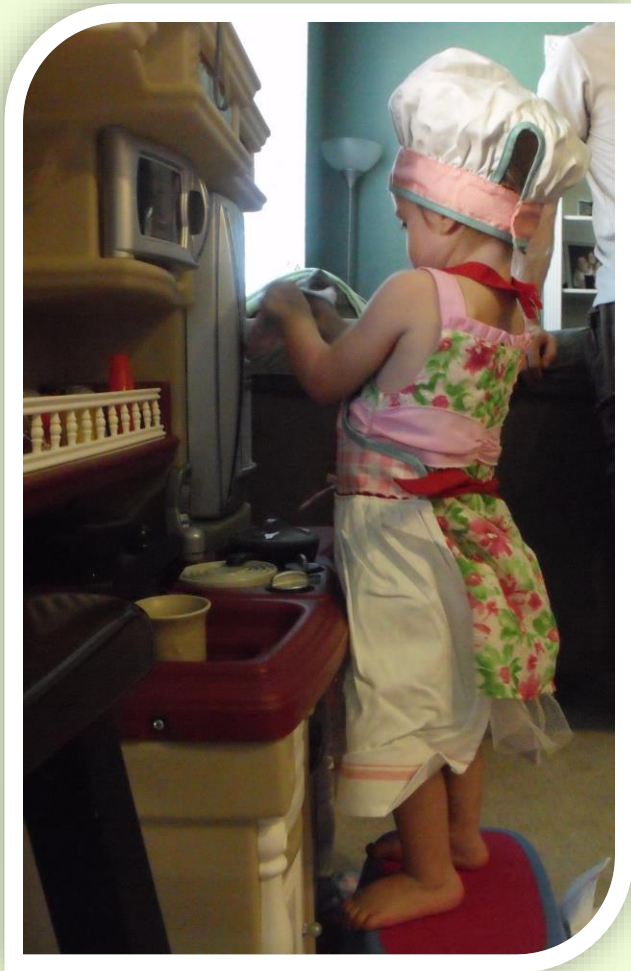
Playing Your Way to Reading

ECE Summer Institute 2019

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Plan for Today



- Language Components
- Importance of Play
- Joining Play and Language
- Practical Activities and Group Discussions



Language Components

Strong language skills are correlated with strong reading skills



Five Components to Language

- **Phonology** - study of the speech sound (i.e., phoneme) system of a language, including the rules for combining and using phonemes
- **Morphology** - study of the rules that govern how morphemes, the minimal meaningful units of language, are used in a language
- **Syntax** - the rules that pertain to the ways in which words can be combined to form sentences in a language
- **Semantics** - the meaning of words and combinations of words in a language
- **Pragmatics** - the rules associated with the use of language in conversation and broader social situations



Morphology and Syntax (Grammar)

Morphology

- Focus on words
- Morpheme is smallest unit
 - E.g. -ed, -ing, un-, -est

Syntax

- Focus on sentence
- Word is the smallest unit
 - E.g. 'Dangerous it will be.' vs. 'It will be dangerous.'
 - E.g. 'My dog ate the baby's snacks.' vs. 'My baby ate the dog's snacks.'



Phonological Awareness – Print Knowledge

- **Print Concepts**

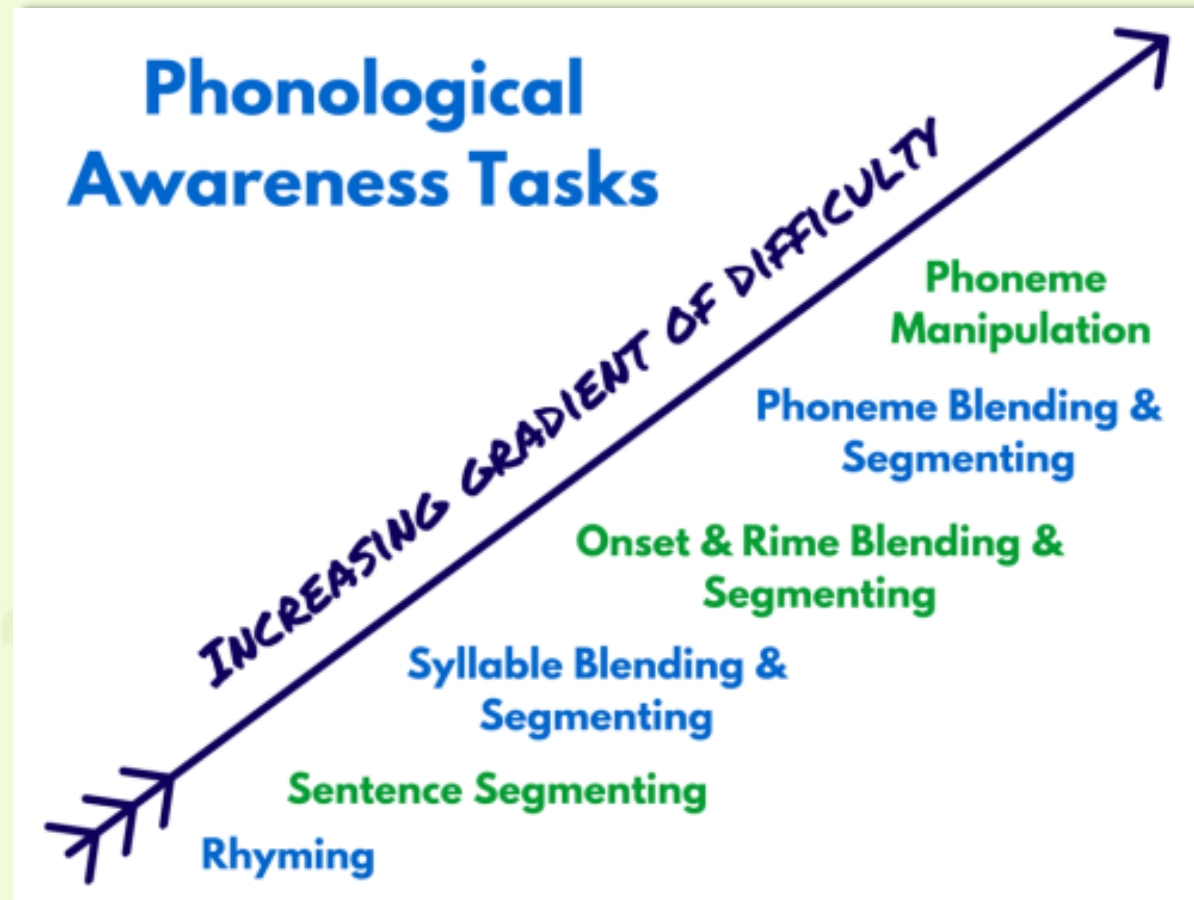
- Book handling skills
- Orientation of a book
 - Front to back
 - Left to right
 - Top to bottom

- **Alphabet Knowledge**

- Naming letters



Phonological Awareness



May 1999 Intervention in School and Clinic Volume 34,
Number 5 pp. 261-270 Copyright 1999 by PRO-Ed, Inc



Semantics (Vocabulary)

- 6 exposures to a new word needed for retention (typical child)
- 15-20 exposures to a new word needed for retention (child with delays)
- 1 – 2 years old: use 50 words; understand over 300 words
- 3 years old: using 1,000+ words
- 4 years old: using 1,600+ words
- 5 years old: understands over 10,000 words



Pragmatics

- Social Language
 - Verbal and Non-verbal



https://www.asha.org/uploadedFiles/ASHA/Practice_Portal/Clinical_Topics/Social_Communication_Disorders_in_School-Age_Children/Components-of-Social-Communication.pdf



Importance of Play

Play is critical for developing oral language skills needed for learning to read



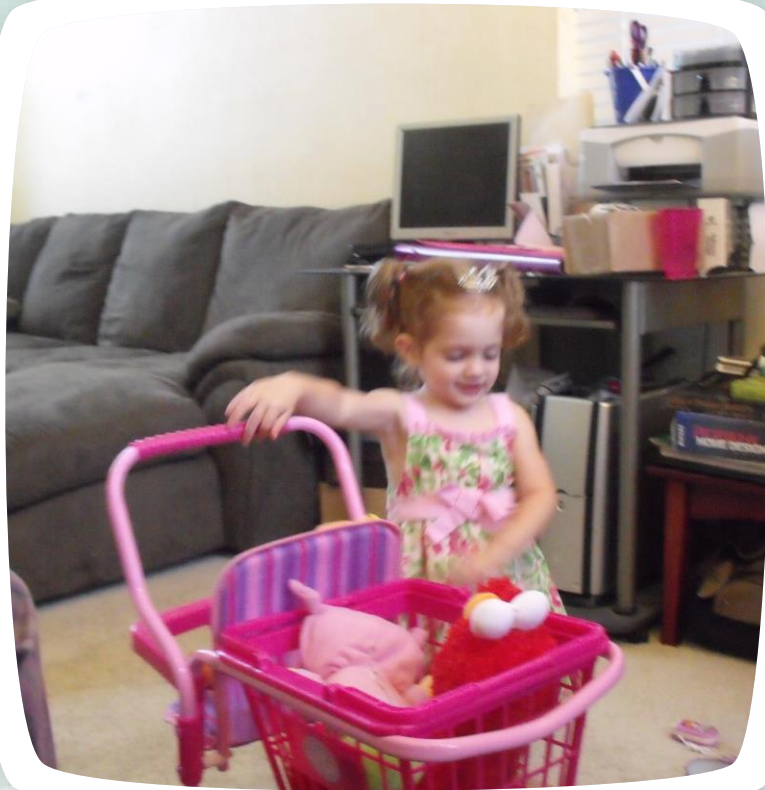
Play – beyond the physical kind to . . .

Social



Cognitive





Learning how things work



Constructing alone



Social: Solitary Play



Playing alongside one another



Interested but not influencing



Social: Parallel Play



Interested in others playing



Not coordinating, may not have a goal



Social: Associative Play



Interested in others playing



Interested in the play –
establish goals/roles



Social: Cooperative Play

Cognitive Play

Functional



Symbolic



Constructive



Games and Rules



Joining Play & Language

Building language in every day activities



What does language look like in the classroom?

- Authentic
- Incorporate literacy everywhere
- Plan for play
- Create a play-rich environment



Teacher's Role

- **Encourage** symbolic processes - allow children to assign meaning to objects
- **Facilitate** language growth – build on the language used during play, encourage conversations with other children
- **Model** problem solving in a meaningful context - children should learn how to navigate problems independently
- **Motivate** persistence in literacy - children need motivation to build their self-esteem
- **Promote** joyful engagement – providing some autonomy for children to choose their activities will result in more positive engagement



Activities to Promote Language and Literacy Development

Practical ways to join language with play



Practical Activities



Group Discussion

- Work in a small group
- Develop an activity to share with the large group
 - What area(s) of language are you targeting?
 - When could you do this during the day?
 - What is the teacher's role?
 - What skills will the students need in order to be successful?



Get out there and PLAY! It's the best way to get ready to read.



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