

Planning Your Day to Intentionally Include Literacy Activities



When planning the PreK day, intentionally incorporate specific literacy activities. Below are a few ideas that may be helpful:

Arrival

Daily sign-in by children

See: [Learning Names to Learn the Alphabet](#)

1st Morning Meeting

Welcome the children, review plans for the day and demonstrate center activities.

- Greeting (song)
- Preview the days' activities
- Discuss and demonstrate choices at center time
- Transition to next activity

Choice Time and Small Groups (Centers)

Literacy ingredients for every center:

- Pictures and communication symbols
- Children's drawings, scribbles, writing
- Children's dictation
- Labeled shelves (pictures & language of children)
- Photos with descriptions (on walls)
- Waiting lists or [Turn Taking List](#) in popular centers
- Writing caddies
- Books (50% nonfiction)
- Themes from stories reflected in activities and conversations.

Reinforce vocabulary in centers by intentionally introducing new words. Children need several exposures to learn new words. This solidifies children's knowledge about new words and their meanings as they learn how to use them in the context of play during center time. The facilitative teacher is the most important ingredient in each center. Teachers are "conversation partners" and encourage extended discourse. Teachers scaffold learning, facilitate social interactions, mediate disputes and model writing.

2nd Group Meeting

Intentionally pre-plan this time to teach phonological skills, letters and new vocabulary.

- Start with a fun song (perhaps using a felt board)
- Phonological awareness activity
- Song with motions or finger play
- Read a poem with repetitive phrases or rhythmic patterns

Transitions

Transitions have always been one of a teacher's best tools for managing behaviors. Target two transitions to enrich literacy instructional practice for the children. Remember, a literacy skill transition activity has been introduced during group time. Then, it is intentionally practiced during transitions. It is important to make these increases in challenge levels during the school year.

Story Time

Story time promotes increased vocabulary and comprehension.

A model for multiple readings of narrative books over a two-week period of time:

- Become familiar with the book before reading aloud
- First reading: "push in" key information to help with understanding
- Second reading: "pull out" information with questions (the day after the first reading).
- Third and fourth reading: re-telling of story (a week after second reading).

Meal and Snack Time

Oral language plays a critical role in a child's success in reading. It is important for the teacher-child conversations to include varied vocabulary and deal with topics that challenge children's thinking. (*Dickinson & Tabors, 2001*) Meal and snack time offer opportunities to target conversations with children. Talk about topics of interest to the child.

Rest Time

Books provide a quiet option for children to read during this time and instill a lifelong habit of reading.

Outdoor Choice Time

Take classroom activities outside with a Portable Writing Caddy. This caddy could include writing materials, reading materials, journals, music/tape recorder, miniature people and props, digital camera, collection bags, environmental signs.

Closing Group Meeting

A time for conversation:

- Ask questions to review the day
- Make plans for the next day