



If It's Developmentally
Appropriate,
Let's Intentionally
and Playfully Teach It



Part 2

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Topics Part 2

-  • Considerations for play
-  • Assessment strategies for early literacy skills
-  • Intentional and playful early literacy instructional considerations



Learning Objectives

1. Describe the stages of play development and contributions of other learning domains.
2. Understand the importance of using evidence-based assessment strategies to determine early literacy skill development
3. Implement playful and intentional early literacy instruction and intervention



- American children today spend twice as much time in supervised, structured activities as they did 30 or so years ago.
- Toy selections increasingly have become character-based and scripted.



(Bodrova & Leong 2010; Carlsson-Paige, 2008)



- A good toy is 90% kid and 10% toy.
- A lot of electronic products for children are the opposite – 10% kid and 90% toy.
- They don't prompt children to use their own imaginations or explore what their little brains might be intrigued about.



(Hirsh-Pasek & Golinkoff, 2003)



Types of Play:

- **Imaginative or dramatic play** - pretend, fantasy and symbolic play
- **Construction or manipulative play** - building an end product from a range of materials
- **Creative play** - art and craft work and self-expression through music and dance
- **Physical play** – involves movement and physical activity
- **Cooperative play** – interactive pretend play and board games
- **Quiet play** – quiet engagement (e.g., puzzles, looking at books)



3 Phases of Play Development

- 1.Functional play:** young children learn to use common objects (e.g., attempting to comb their own hair).
- 2.Symbolic play:** children use everyday objects for another purpose (e.g., a child using a wooden block as a car).
- 3.Dramatic play:** children use props and language to create scenes, expand on events, and generate stories.

(Nelson, 2010)



Stages of Play Development

AGE	STAGE	PLAY BEHAVIOR
0-2	Solitary	Plays alone with limited interaction with other children.
2-2½	Spectator	Observes other children playing but does not play with them.
2½-3	Parallel	Plays next to other children but not with them.
3-4	Associate	Starts to interact with others in play and with some cooperation. Develops preferences for playing with some but not all children in mixed gender groups.
4-6+	Cooperative	Plays together with others in a shared goal or topic with assigned roles. Play is normally in like-gender groups.



Play Interactions and Other Domains

- At every stage of development, become increasingly more complex.
- From 20 to 24 months, children combine words linguistically at the same time that they are combine play schemes (pretending to feed the doll).
- At about 28 months, they combine words into short sentences and begin to use morphemes; and they sequence play schemes in a logical order (feed the baby, wipe its face, and put it to bed).
- In the preschool years, children’s play becomes more interactive with expanding language, cognition, and social skills.



Philosophy and Evidence-based Practice

- There is strong agreement among early childhood educators and researchers, independent of their philosophical orientation, that play is a necessary component of early childhood curriculum for helping young children develop in optimal ways.
- Balancing perspectives of the need for sustained uninterrupted child-initiated play opportunities with adult-initiated activities to address academic learning becomes an issue in determining best practice.



What the Empirical Research Says

- Empirical research basis is still in the early phases for the contribution of play in the development of other skills.

“The existing evidence does not support strong causal claims about the *unique* importance of pretend play for development” (Lillard, Lerner, Hopkins, Dore, Smith, & Palmquist, 2013).



What the Empirical Research Says

- A review of the current research suggests that the causal contributors to children’s play development and impact on other learning domains depends on:
 - the child,
 - the environment, and importantly,
 - adult interactions.

(Lillard, Lerner, Hopkins, Dore, Smith, & Palmquist, 2013)



Evidence-Based Practices:

- Early childhood educators need to facilitate children’s play development. Intentional, dramatic play can be scaffolded through discussions about decision making and by helping children learn to express their emotions. (Copple & Bredekamp, 2009)
- Teachers facilitate development by helping children learn to plan their play and act out roles. (Bodrova & Leong 2007)
- Learning opportunities can be extended by incorporating target vocabulary from thematic or concept units into classroom centers using props, materials, and pictures. (Christ & Wang, 2012; Weitzman & Greenberg, 2010)



Early Literacy Foundations

<p>Oral Language</p> <ul style="list-style-type: none"> • Listening • Speaking • Social uses • Vocabulary and meaning • Questioning • Creative uses of language • Creative expression • Comprehension • Story sense 	<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Rhyming • Blending • Segmenting <p>Print Knowledge</p> <ul style="list-style-type: none"> • Literature awareness • Print awareness • Book awareness • Alphabet awareness • Writing process
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An Effective Assessment System:

- Informs instruction
- Identifies children who require intensified intervention
- Helps educational programs make systematic improvements (NAEYC & NAECS/SDE, 2009)

Performance-based tasks provide more reliable and valid assessment data than **observation** and **checklists** for early literacy skills (Shanahan & Lonigan, 2013) and in assessing executive function skills (Denham et al., 2011; Willoughby et al., 2016).

Get the best information in the shortest time.



Assessing Oral Language

Speech Intelligibility - Uses speech that is understandable with only age-appropriate errors

Basic Concepts and Vocabulary - Understands concepts such as top/bottom, under/over, beginning/middle/end, first/last/next, before/after, one/all, more/less, same/not same

Word Formation - Uses word endings such as plurals, possessives, *-ed*, *-ing*

Sentence Structure - Uses sentences with correct word order and appropriate length; includes pronouns, verbs, and question forms

Narratives
Relates a story with 3–5 events

(Paulson, et al., 2001)



Phonological Awareness Skills (Paulson, et al., 2001)

Rhyming

Produce rhymes, finger plays, and songs	2 - 3 years
Match words that rhyme	3 - 5 years
Produce words that rhyme	5 - 6 years

Blending

Combine syllables to produce words	3 - 4 years
Combine sounds to produce words	4 - 5 years

Segmentation

Identify syllables in word	3 - 4 years
Identify initial sounds in words	4 - 5 years
Identify sounds in CVC words	5 - 6 years

Manipulation

Change words by deleting, adding, and switching sounds	6 - 7 years and up
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Print Knowledge Skill Development

Print Awareness

- ___ Holds book right side up and turns one page at a time
- ___ Identifies the pictures and the words on a page
- ___ Recognizes symbols and print seen in environment
- ___ Follows print using left to right sequencing
- ___ Points to words using 1:1 word correspondence
- ___ Recognizes own written name

Alphabet Knowledge

- ___ Sings the Alphabet Song
- ___ Identifies uppercase letters
- ___ Identifies lowercase letters
- ___ Identifies the sounds of the letters
- ___ Produces the sounds of the letters

(Paulson, et al., 2001)

Print Knowledge Skill Development

Writing Development

- ___ Writes using scribble-like markings
- ___ Writes using individual letter like characters or mock letters
- ___ Writes using recognizable, random letter strings
- ___ Writes using semiphonetic spellings
- ___ Writes using phonetic spellings

(Paulson, et al., 2001)

Statistical Learning

Explicit instruction (the visible tip of the iceberg)

Leads to

Implicit learning (the submerged part of the iceberg)



“Semi-supervised within an implicit experience.” (Seidenburg, 2017)

Three Ts:

**Tune in,
Talk more,
and
Take turns**



- From the **30 Million Words Initiative**:
- **Interactive** and **child-directed** conversations from caregivers who are **responsive** to children’s comments, queries, and understandings are important and vital to children’s language development and learning.

The 30-Second Conversation

- **Use this simple activity to:**
 - Actively engage in conversation.
 - Nurture oral language.
 - Nurture self-esteem.
 - Encourage sharing and deepening of relationships.
- Take 30 seconds each day to engage in authentic conversations.
- Notice changes in children’s responsiveness.



Playful Phonological Awareness

Who’s Here? Bouncing Speech

Play with words by “bouncing” on the beginnings sounds of children’s names or the names of other objects.

For example, say:

“I see /j/ – /j/ – /j/ – Jenna.”

“I see a /d/ – /d/ – /d/ – dog.”

(Paulson et al., 2001, 237-238)

Playful Phonological Awareness

Speech Sound Manipulation

Switch the beginning sound in your name with the beginning sound of this state “Colorado.” Replace the 1st sound with /k/ and bounce it with your name.

My name is Lucy “/k//k//k/ - kucy”



Playful Phonological Awareness

Blending and Segmenting Extensions

Which Word Weighs More?

Use a balance scale, counters, and a set of pictures sorted by syllables (two to five syllables) or by sounds (two to four sounds). Have the children pick two pictures from the same set, count either the syllables or sounds, and determine “which word weighs more” by placing the appropriate number of counters on the scale.



(Paulson et al., 2001, 235-236)

Make a chart of the alphabet letters in the same pattern as the Alphabet Song. Use it as a song card or in the housekeeping center of your classroom as an “eye” chart.

ABC Eye Chart	abc Eye Chart	Aa Bb Cc Eye Chart
A B C D	a b c d	Aa Bb Cc Dd
E F G	e f g	Ee Ff Gg
H I J K	h i j k	Hh Ii Jj Kk
L M N O P	l m n o p	Ll Mm Nn Oo Pp
Q R S	q r s	Qq Rr Ss
T U V	t u v	Tt Uu Vv
W X	w x	Ww Xx
Y Z	y z	Yy Zz

Paulson et al. 2001

Playful Print Knowledge

Print Awareness: Magic Mirror

Have the children make a “magic mirror” and then use it to find letters, words, other concepts in the environment. They can write their findings on pieces of paper and then make a book or add to a treasure box.



(Paulson et al., 2001, 203-206)

Playful Print Knowledge

Make Letter Forms

- Cut these shapes out of sturdy material (foam, thin wood, or cardboard).
- Use these shapes to create letters of the alphabet.
- One set allows you to build all uppercase and lowercase letters.



Final Points

- There is naturally and typically a **W I D E** range of development in young children.
- Appropriate skill expectations are identified and should be followed.
- Teacher-child instruction facilitates brain development and learning.
- We can teach playfully, and plan for playful learning opportunities.



Questions and comments?



• Thank you

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