

## Pre-K Essential 1, Bullet 2 Sample Video

MAISA Literacy Essentials

<https://youtu.be/tHRKxbu7iaU>

Narrator: When reading and writing materials are not only present but used throughout the classroom environment, this creates opportunities for children's literacy development. In this classroom, children are encouraged to interact with reading and writing materials as they play in the block area.

Teacher Becky Raden: In the block area. We keep the literacy material handy so that the children can make their own signs, they can add. Sometimes they build big creations and they don't want anyone to touch them. So this is a very important time. When the children write signs, please don't touch or save, or just hold. They want to keep working on it the next day. So they want it to be not cleaned up at cleanup time. So I tell them that they have to make a sign so that people know not to clean it up. Another reason they make signs in the block area is to add to their play. They will make a stop sign. A little boy today made a sign that said, slow down and don't crash, so that he could help his friends that they didn't crash the cars. It was really, it was a problem for him. So, we were problem solving as we were riding. Rilo, what are you making right here?

Student: A zoo

Teacher Becky Raden: A zoo? How is everyone going to know it's a zoo? What can we do to let everyone know this is a zoo?

Student: No cow are not in zoo.

Teacher Becky Raden: The cow isn't in the zoo?

Student: Yes, he is.

Teacher Becky Raden: It's a zoo with a cow. Would you like to go and make a sign for your zoo?

Student: I dunno how to.

Teacher: There's some papaer, do you want to find some paper and we can work together?

Student: Yes.

In the black area, we've been really working on drawing structures using different markers to talk about just different colors of the box so they can draw them out just as they're building them.

Thank you. Rilo what color marker are you going to use? Orange. Orange? Yeah. I see an orange one over there.

Student: Thank you

Teacher Becky Raden: Kayden.

Student: Hey, thank you.

Teacher Becky Raden: Which piece of paper would you like to use? Orange. Orange. Again? I

Student: Have, because I like that color

Teacher Becky Raden: One. I like that. Okay, so what word are we going to write on our paper?

Student: Zoo

Teacher Becky Raden: Z. So let's start with the first letter and the first sound. Z. Z. Very good. See the Z. Do you want me to, I'll show you. Did you see me? Are you going to try again? Would you like me to draw a Z on my paper? I'll draw a Z on my paper. Do you like to try it? I'm going to hold mine and this is yours.

Student: I can't drag it

Teacher Becky Raden: Here. I'm going to put it right next to your paper. Then you can look at it. It has one straight line across, one straight line across, and then it has a diagonal line, and then it has a straight line at the bottom.

So in my classroom, I make sure that the materials are accessible to the children at their level. They're organized, they're neatly set up, they're labeled. There's envelopes, there's paper, there's stamps, there's different types of material so that as they're playing, they can just jump in and grab what they need. They don't have to run across the classroom and try to find something. They're all right there. So as they're playing, they can just jump up and grab the materials. They're right there, right at their level, and they can start working as they're playing.

So you wrote, what did you write?

Student: Zoo.

Teacher: Zoo. Do you want to put it by your zoo? You want to put your word by your zoo?

Student: Mom, I want to put, I want to pull. How about red for the pole?

Teacher Becky Raden: Oh, you want a red piece of paper?

Student: Yeah.

Teacher: Oh, for the pole. You want to make a pole for your sign?

Student: Yeah.

Teacher: Oh, so something like, how would you fold the paper to make a pole with glue?

Student: With glue?

Teacher: Do you know where we keep glue in our classroom? You may go get his glue.

In my classroom, I try to make sure that all the areas have literacy materials in them books, writing utensils, markers, crayons, different types of paper so that they can write and experiment and draw

whenever they want during their play. I first started by putting books in all the areas, just going around and making sure there were books in the house area and the block area and the science area, and then we added in the paper and the pencils and the word cards in all the areas. So it's readily available, so I don't have to be jumping up to go find stuff all the time. So it's right there for that on the spot, learning activities and opportunities.

Let's see what these cars are. How fast can they go? Whoa, this car hit me, this one hit me. What can we do? Can we make a sign so that we can tell our cars when to stop and go

Student: Like a stop sign or a go sign

Teacher Becky Raden: Like a stop sign or a go sign. Noah found one right behind him. Do you think we could make one with some paper?

Student: Yeah.

Teacher Becky Raden: Yes. I'm going to hold this. Noah, can you find a piece of paper in there that we could make a stop sign with?

At this age, we are just encouraging children to learn to hear sounds, to write sounds to write letters. We're just looking for progress. We we're looking for them to feel happy writing the letters and the sounds.

Leland, do you want to come over and show Caden what an L looks like? This L looks like it's a, let's see. Leland's going to make the L. It's a long line and a little line.

Student: Yeah, that's an L.

Teacher: So let's see. To support the kids to write, we will say the word. We will sound out the word. I'll prompt them to like the letters. Do they know the letters? Can they remember the letters? Can we ask a peer to help us so they get the peer support? We'll write 'em in the air. I'll sometimes need to write them for them just to get them started, but we have lots of writing in our classroom.

Slow. What was the next word we were going to write? Slow. What's the next word? Slow down. Slow down.

I love watching them learn to write letters. Inventive spelling. Like when we sit down and we're drawing pictures and I'm saying, could you write the word? And they can do it. They can hear the sounds and they can write them out, and they can help each other. Those are really exciting moments in the pre-K classroom. They're excited about writing. They see me write and they want to do it.

Narrator: Learn more at [literacyessentials.org](http://literacyessentials.org).