

TALK: TALK AND LEARN FOR KINDERGARTEN  
ENHANCING DIALECT KNOWLEDGE AND PRE-LITERACY SKILLS IN  
PRESCHOOL CHILDREN

by

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**Abstract:**

*Purpose:* Literacy skills are important predictors of academic success. Pre-literacy programs with a focus on phonological awareness have been successful in promoting literacy development in typically developing preschoolers as well as those with disabilities. However, long-term literacy success from these programs in minority populations has yet to be demonstrated. The purpose of the TALK intervention was to effectively target Non Mainstream American English (NMAE) speakers, specifically African American English speakers (AAE), by incorporating knowledge of Mainstream American English (MAE) into a pre-literacy curricular supplement at the preschool level. The first purpose of this paper is to give a brief manual for implementation of similar programs. A second purpose of the paper is to document the successes of the TALK curricular supplement and potential improvements.

*Method:* Fourteen children at a local Head Start participated in the TALK program. They received instruction four days a week for 60 minutes a day. The program included a 10-minute opening circle time, 20-minute TALK Time (dialect awareness), 20-minute Rhyme Time (pre-literacy intervention with a focus phonological awareness), and 10-minute closing circle time. Children participated in standardized pre- and post-testing as part of a larger study as well as qualitative assessments at the end of the program.

*Conclusion:* The children enrolled in the TALK program, but not the children enrolled in a separate program using a traditional preschool curriculum plus mindfulness curricular supplement, improved significantly on all measures of phonological awareness and on an experimental task measuring knowledge of MAE.

**Background:**

Much research is dedicated to analyzing the education gap between students of low socioeconomic status (SES) and those of higher socioeconomic status (SES). Despite measures to reverse the trend, the gap in academic performance between these two populations has risen since the 1990s. Recent government-based accountability programs, such as the national No Child Left Behind Act and state accountability measures, which provided new standards and consequences for not meeting these standards, have failed to correct this rising problem (Harris & Herrington, 2006).

This gap, coined the “achievement gap,” occurs when one group of students performs significantly better than another group on average (National Assessment of Education Progress, 2009). Consequently, children of higher SES families continue to attain higher education, while children of poorer families fail to receive such equal education. These children who receive better education obtain high-paying jobs while children who do not remain in poverty.

Several factors contribute to this phenomenon. Much research has attempted to identify specific variables and their effects on achievement. Across studies, race, ethnicity, gender, SES, culture, and speech and language differences have been identified as such factors (Jencks & Phillips, 1998; National Reading Panel, 2000; Shonkoff & Phillips, 2000; Snow, Burns & Griffin, 1998; Terry, Connor, Thomas-Tate & Love, 2010). Research has demonstrated that poverty is a strong predictor of reading ability (National Assessment of Educational Progress, 2005). Furthermore, when SES and phonological awareness are examined throughout maturity, a strong relationship between SES and phonological awareness is present (McDowell, Lonigan & Goldstein, 2007). It is also important to note that these trends are present both before formal education (Morrison, Bachman, & Connor, 2005; Lee & Burkham, 2002) and continue throughout schooling (Entwisle, Alexander, & Olsen, 1997).

SES is an especially important factor when discussing the academic achievement of U.S minorities, as these populations are overrepresented in poverty when compared to European Americans. African Americans and Hispanics, the two largest minorities groups in America, have poverty rates twice as high as European Americans (Gradin, 2008). The median per capita family income of these populations is 60% less than European Americans (Gradin, 2008). Thus, these populations are at a higher risk for poverty-influenced disparities including reductions in speech and language skills such as smaller vocabularies, poorer cognitive skills, and increased environmental stressors. As reported by the National Assessment of Educational Progress (NAEP), African American children performed more poorly in math and reading standardized tests when measured at ages 9, 13, and 17 (Barton & Coley, 2010). Furthermore, high school graduation rates, college graduation rates and educational attainment are lower for African American than for European American students (Barton & Coley, 2010). This gap has been present since academic performance reports became available in the 70s and 80s (Barton & Coley, 2010).

However, poverty does not completely explain the achievement gap. Research has demonstrated that African American children with comparable SES and resources to their European American classmates, continue to be underrepresented in honors or advanced classes (Ogbu, 2003). Additionally, African American children are more often placed in special education classrooms (Coelho, 1998). Why are African American students

struggling in the classroom when environmental factors and SES are similar to that of the European American students? Dialectic mismatch has often been cited as a contributing factor. The relationship between dialect and literacy, however, is complex (Terry, Thomas-Tate & Love, 2010).

Speech and language pathologists have a unique role in intervention for these diverse populations. Of specific interest to us are the reading, writing, and communication skills of non-standard dialect speakers. African American students perform more poorly than their European American peers on standardized reading tests throughout elementary school (Barton & Coley, 2010). Furthermore, high use of AAE predicts lower literacy skills in elementary school (Craig, Connor & Washington, 2003). Intervention for these populations has proved especially challenging as no specific and absolute cause for academic disparities can be identified.

The focus of this intervention was on AAE, as it is one of the most researched NMAE dialects. Understanding the basic features of AAE is important to understanding the relationship between it and literacy development. By definition, a dialect is a variation of a language that *systematically* varies from the standard form in syntax, phonology, morphology, semantics, and pragmatics (Gidney & Shade, 2010). This systematic and rule-governed grammatical structure is frequently overlooked in the classroom. Specifically, educators and examiners too often confuse dialectal difference with deficiency (Wheeler & Swords, 2004). However, these features are grammatically correct in the context of the AAE and cannot accurately be classified as “incorrect” grammar. Common features of AAE are listed below.

**Table 1.** Common phonological and morphosyntactic features of AAE (Gidney & Shade, 2010).

Phonological Features	Morphosyntactic Features
Syllable- or word-initial /ð/ → /d/ “this” = dis	Zero-making of plural (fifty cent)
Intervocalic /ð/ → /v/ “other” = uvvuh	Double-marking of some plurals (dessess or tessess)
Syllable/word-final voiceless interdental /f/ or /t/ “with” = wif or wit	Zero-marking of past tense (He took her by the hand and pull her to the store)
Zero word- or syllable-final /l/ “school” = schoo	Uninflected verb in present tense (she say it like it is)
Final “r” absence after “o” “door” = “doe”	Zero possessive (Jamal book)
Nasal substitutions “man” = mang “came” = cang	Analogical extension or regularization (Knowed)
Variable absence of consonants “did” → [di]	Habitual be (He be big)
Syllable- or word-final pre-vocalic consonant cluster 2 → 1 “best” = [bes]	Absence of copula (He big)
Methathesis “ask” = aks	Use of past perfect (He had said he going)
	Subordinated questions (I ask him did he do it)
	Double negative (I ain’t got no juice)
	Non-standard S-V agreement (He say; They was)
	Pronouns (hisself)

There are several potential overlapping causes for the complex relationship between literacy and dialect. The first is a mismatch between home language and language of instruction, which requires increased cognitive resources. Children who grow up in household where a NMAE dialect is the primary dialect often enter schools where teachers speak MAE. This language mismatch places NMAE speakers at an immediate disadvantage to other classmates who receive instruction in their primary dialect because they are required to engage in greater cognitive effort. Children's code switching skills may be an important indicator of their metalinguistic skills (Terry, Connor, Petscher & Conlin, 2012). NMAE speakers must be aware of differences in linguistic features and pragmatic expectations in addition to the standard cognitive requirements of the classroom. Previous research has demonstrated that children who were better at code switching in an oral vs. written narrative task, performed significantly better on measures of reading (Craig et al., 2009). This indicates that children who are better code switchers have greater metalinguistic skills, which contributes to better reading skills.

Second is the potential for dialectal differences to hinder development of phonological awareness skills, an important skill for literacy development. Early research has been inconsistent in determining the relationship between speech sound accuracy and phonological awareness (Catts, 1991 Lewis & Freebairn, 1992; Bird, Bishop & Freeman, 1995). However, the relationship between speech sound accuracy and phonological awareness is significant at older ages. When phonological awareness is described as a function of age, a stronger positive relationship between speech sound accuracy and phonological awareness skills can be seen (McDowell, Lonigan & Goldstein, 2007). This is important to the analysis of NMAE dialect features and phonological awareness because NMAE carries a distinct and differing set of phonological features. Contrastive words in MAE are not necessarily contrastive in NMAE. For example, when speaking a NMAE dialect which uses syllable- or word-final pre-vocalic consonant cluster reduction, a consistent feature in AAE, [coal] and [cold] are pronounced the same. This makes rhyming then rhyming in MAE difficult for these speakers, as children may not differentiate between the two words. In this dialect, [coal] and [cold], both pronounced [coal], rhyme with [bowl].

Furthermore, dialect interference, or decreased orthographic transparency, may interfere with literacy development (Gidney & Shade, 2010). Children who speak a non-standard dialect may have continuing difficulty reading and writing as they may pronounce words differently than they are spelled in MAE.

Another potential cause is the negative attitude of teachers towards speakers of NMAE. Characterizations of NMAE as "wrong" or "bad" can be damaging to students (Christenbury, 2000). Often, teachers equate non-standard dialects to speech with poor grammar (Wheeler & Swords, 2004). In an attempt to "correct" this poor grammar, teachers label NMAE as grammatically poor and fail to recognize the grammatical structure present in non-standard dialects. AAE, specifically, tends to carry a greater social stigma than other non-standard dialects (Terry, Connor, Thomas-Tate, & Love, 2010). In these cases, it is especially important to highlight that dialectal difference is different than deficiency (Wheeler & Swords, 2004).

Finally, dialectal differences tend to mimic characteristics of the speech of children with language impairments. Linguistic features of AAE, such as zero-copula, can also be seen in the speech of children with Specific Language Impairment (SLI) (Seymour, Bland-Stewart & Green, 1998). This can lead to misplacement of typically developing children into special education classrooms or the oversight of true language disorders in fear of such misrepresentations.

The focus of the TALK intervention was to enhance knowledge of MAE and the differences between MAE and NMAE. We chose to teach dialect awareness in the context of phonological awareness and pre-literacy skills more generally, as such curricula have shown to enhance early literacy skills.

Phonological awareness, or the awareness of letters and sounds, was chosen as a focus of the pre-literacy component because it is an important predictor of reading skills (Catts & Kamhi, 1999) and subsequent academic success (McDowell, Lonigan & Goldstein, 2007). Many studies have shown that children who struggle with phonological awareness at an early age are more likely to struggle with reading (Lonigan, 2003).

Curricula directly targeting phonological awareness skills are currently being implemented in several different populations. Speech and language pathologists, with an expertise in the development of phonological awareness skills, bring an important role to these curricula (Schuele & Bourdreau, 2008). Such curricula have been successful at the preschool level (Torgesen, 2000) and programs such as the Promoting Awareness of Sounds in Speech (PASS) program (Roth, Troia, Worthington & Dow, 2002) have been successful with preschoolers with disabilities. However, current early phonological awareness interventions for children from low-SES families have provided short-term positive effects but did not amount to long-term literacy benefits (Henning, McIntosh, Arnott & Dodd, 2010).

Important to this program was the focus on enhancing knowledge of MAE and the differences between MAE and NMAE. This focus on dialect was chosen because it is an important factor in performance on standardized testing, development of phonological awareness skills, and overall academic achievement. Furthermore, pre-literacy skills were taught in a context that emphasized MAE features (e.g. emphasizing final consonant clusters) in hopes of further enhancing knowledge of MAE.

Curricula targeting dialectal differences have proven successful at the older elementary (Fogel & Ehri, 2000), high school (Leap Learning Systems, 2008), and college level (Taylor, 1991). Programs, such as Language for Scholars (Leap Learning Systems, 2008), provide Academic/Business English enrichment to enhance social, educational and economic opportunities. These successful programs discourage historical “correction” methods, and rather implement strategies that focus on adding MAE to the students’ linguistic capacities (Wheeler & Swords, 2004). For older children this involves contrasting MAE with NMAE (Taylor, 1991). This can be done through direct verbal instruction or written feedback. However, little research has focused on the effectiveness of such programs at the preschool level. Hence, **the goal of this study was to develop an age-appropriate curricular supplement that incorporates standard pre-literacy skill training into a program that emphasizes the differences between MAE and Non Mainstream American English (NMAE).** We hypothesized that by incorporating both dialect knowledge and pre-literacy skill instruction, children who

speaking a NMAE dialect will demonstrate long-term benefits. Several unique aspects were targeted in this program. First, we combined a pre-literacy intervention, which focused on phonological awareness, and dialect knowledge instruction to most effectively target this population. Previous early phonological awareness interventions for children from low-SES families have only provided short-term positive effects. With the inclusion of both targets, we hoped to promote long-term literary development. Second, we used phonological awareness lessons to teach MAE dialect features. Finally, unlike traditional dialect awareness programs for older students, the TALK program contrasts MAE and NMAE at an indirect, age-appropriate level for pre-kindergarten children. This is important for early school success. Furthermore, it is important to expose children to dialectal variations during this early and most critical period for language development.

**Procedures:**

*TALK Curricular Supplement:*

The 7-week program was implemented 4 days a week for 60 minutes per day at the Red Arrow Head Start. Children participated in the Head Start program 5 days a week and received a traditional kindergarten readiness curriculum when they were not participating in the TALK program. The TALK program is written as a curricular supplement to be implemented in addition to traditional preschool and kindergarten readiness instruction. Each day the TALK program was organized into 4 parts: an opening circle time, TALK Time, Rhyme Time, and a closing circle.

TALK Time focused on MAE knowledge. Dialect knowledge was approached at a preschool appropriate level. Lessons focused on phonological features, morphosyntactical features, pragmatics, and metalinguistic knowledge.

**Table 2.** Examples of TALK Time Skills Targeted

<b>AAE Phonological Features Targeted</b>	<b>AAE Morpho-Syntactical Features Targeted</b>	<b>Pragmatic Skills</b>	<b>Metalinguistic Knowledge</b>
Word-final pre-vocalic consonant cluster reduction	Zero making of plurals	Formal introductions	“People talk differently”
Methathesis	Double marking of plurals	Speaking in front of a group	Talking to teachers vs. talking to friends
	Zero possessives	Eye contact	Learning greetings in different languages
	Habitual /b/	Body language	
	Absent copula		

This included talking about dialect difference in terms of the metalinguistic concept that “people talk differently.” This theme was incorporated into all aspects of the program through activities including learning to greet each other in different languages, acting, animal “talk,” formal greetings, and “reading minds” (body language). Phonological and morphological features of MAE were emphasized indirectly. Children recited scripts, poems, and short stories, which included MAE features such as plural /s/, copulas, and word-final consonant clusters.

Rhyme Time focused on pre-literacy skills with a specific emphasis on phonological awareness. A list of research-based pre-literacy activities and techniques used can be found below.

**Table 3.** Research-based pre-literacy activities and techniques

	Technique	Description	TALK Time Use	Reference
1.	Literacy-Rich Environment	Display of labels, names, schedules, etc. throughout classroom	Students’ names, rhyming words, greetings, and daily scripts were posted.	Kaderavek & Justice, 2002; Watson, Layton, Pierce & Abraham, 1994
2.	Written Scripts	Written scripts and display of lyrics to songs and poems	All songs, poems, short stories, and scripts were displayed on large sentence strips.	Justice & Kadaravek, 2004; Rosin, 2003
3.	Shared Book Reading Strategies	Strategies including completion, open-ended and WH questions, and gestures	Shared book reading strategies were used during all book readings 2-3 times a week.	Kirchner, 1991; Lonigan & Whitehurst, 1998; Justice & Pullen, 2003; Van Kleeck, Vander Woude, & Hammett, 2006
4.	Using Routine Events	Using daily routines and predictable language and scripts	The TALK program used a structured schedule (opening circle, TALK time, Rhyme time, and closing circle).	Nelson, 1986; Snyder-McLean, Solomonson, McLean & Sack, 1984
5.	Scripts and Script Violations	Using scripts in stories and songs and purposeful “confusion” in these scripts	Children recited scripts during stories, poems, songs, and while acting.	Olswang and Bain, 1991
6.	Story Re-enactment	Re-enacting stories and poems	Children participated in story and/or character re-enactment (e.g. actor’s box) each week.	Paul, 2001; Culatta, 1994
7.	Using Themes	Building stories and activities from weekly themes	Weeks were structured around at theme.	Norris & Hoffman, 1990; Rice & Wilcox, 1995; Rosin, 2006
8.	Motivation, interesting classroom activities	Using exciting activities after stories to building upon language lessons	Children participated in acting, crafts, singing, dancing, and games.	Bricker & Cripe, 1992
9.	Pairing Speech with Movement	Incorporating actions into songs and stories/scripts	Children learned gestures for songs, stories and scripts.	Rosin & Swift, 1999

Pre-literacy activities and techniques were used in both TALK Time and Rhyme Time, although Rhyme Time had a specific emphasis on these pre-literacy skills. Rhyme Time pre-literacy activities had a specific focus on phonological awareness skills. Children practiced rhyming, segmenting, and blending in addition to letter-sound correspondence. A table of these phonological awareness and phonemic awareness skills in order of developmental acquisition created by Pufpaff (2009) is found below.

**Table 4.** “Phonological Sensitivity Skills in Developmental Sequence (Pufpaff, L., 2009).”

Skill	Example
<b>Phonological Awareness</b>	
Rhyme detection	“Does <i>dog</i> rhyme with <i>log</i> ?”
Rhyme creation	“Change the first sound in <i>dog</i> to make a word that rhymes with <i>dog</i> .”
Rhyme production	“Tell me a word that rhymes with <i>dog</i> .”
Rhyme recognition	“Which word rhymes with <i>dog</i> ? <i>Cup-sit-log</i> .”
Rhyme oddity <sup>a</sup>	“Which word does not rhyme with the other words: <i>fan-cat-mat-hat</i> .”
Syllable blending	“What word is this? Listen. <i>/tal /blel/</i> .”
Sentence segmentation	“Tell me how many words you hear in this sentence. Listen. <i>The boy has a blue hat</i> .”
Syllable segmentation	“Count the syllables in this word. Listen. <i>Elephant</i> .”
Syllable deletion-compound word	“Listen. <i>Cowboy</i> . Say <i>cowboy</i> . Take away <i>cow</i> . What word is left?”
Syllable deletion-multisyllabic word	“Listen. <i>Carpenter</i> . Say <i>carpenter</i> . Say it again without <i>car</i> .”
<b>Phonemic Awareness</b>	
Phoneme blending	“What word is this? <i>/bl /al /tl/</i> .”
Sound-to-word matching	
Initial phoneme recognition	“Does <i>fat</i> start with <i>/f/</i> ?”
Final phoneme recognition	“Does <i>miss</i> end with <i>/s/</i> ?”
Phoneme location	“Listen for <i>/s/</i> . <i>Sun</i> . Is <i>/s/</i> the beginning or ending sound?”
Phoneme recognition and location	“Listen. <i>/s/</i> , <i>neck</i> . First, last, or no?”
Word-to-word matching	
Initial consonant same	“Does <i>dog</i> start with the same sound as <i>deer</i> ?”
Initial consonant different	“Listen. <i>Dog</i> . Which word has a different beginning sound from <i>dog</i> ? <i>Deer – top – down</i> .”
Identification of deleted phoneme	“Say <i>card</i> . Say <i>car</i> . What sound is missing from <i>car</i> that you hear in <i>card</i> ?”
Final consonant same	“Does <i>dog</i> have the same ending sound as <i>hug</i> ?”
Final consonant different	“Listen. <i>Dog</i> . Which word has a different ending sound from <i>dog</i> ? <i>Hug – leg – sit</i> .”
Phoneme isolation	
Initial phoneme isolation	“What is the beginning sound in <i>dog</i> ?”
Final phoneme isolation	“What is the ending sound in <i>dog</i> ?”
Medial phoneme isolation	“What is the middle sound in <i>sheep</i> ?”
Phoneme counting	“How many sounds do you hear in the word <i>dish</i> ?”
Phoneme segmentation	“Say <i>man</i> one sound at a time.”
Phoneme deletion	
Final phoneme deletion	“Listen. <i>Train</i> . Say <i>train</i> . Now say it without the <i>/n/</i> .”
Initial phoneme deletion	“Listen. <i>Meat</i> . Say <i>meat</i> . Now say it without the <i>/m/</i> .”
Delete first consonant of a blend	“Listen. <i>Tray</i> . Say <i>tray</i> . Take away <i>/t/</i> . What word is left?”
Medial phoneme deletion	“Listen. <i>Sleep</i> . Say <i>sleep</i> . Take away <i>/l/</i> . What word is left?”
Phoneme substitution	“Say <i>sad</i> . Now say it again, but instead of <i>/s/</i> say <i>/m/</i> .”
Phoneme reversal	“Listen. <i>So</i> . Say <i>so</i> . Now change the <i>/s/</i> and the <i>/ō/</i> around.”

Weekly themes were incorporated into both Rhyme Time and Talk Time. As weeks progressed, rhyming activities were used to teach and reinforce dialect knowledge activities. For example, children practiced rhyming words that ended in –old and –oal as

a way to practice saying words that were contrastive in MAE but not necessarily in NMAE. A detailed list of procedures and materials can be found in Appendix B at the end of this document, as a purpose of this paper is to provide a brief manual for implementation of similar programs.

*Teachers:*

Two graduate student speech-language pathologists, under the supervision of a University of Wisconsin clinical professor, taught all lessons. The clinicians co-taught a 10-minute opening circle time and a 10-minute closing circle time. The children were then split into two classrooms for either a 20-minute TALK Time or a 20-minute Rhyme Time. The children switched classrooms for the other lesson before coming back together for the closing circle time. Each clinician taught either TALK Time or Rhyme Time for two weeks and switched for the following two. This pattern was repeated for the entire 7-week program.

*Students:*

Sixteen children, enrolled at the Red Arrow Head Start for a summer kindergarten readiness program, participated in the program. Two children left the program in the last few weeks of the summer. Children who missed more than fourteen days of the program were excluded from post-intervention data; however, they continued to receive instruction. In total, fourteen children participated in post-intervention testing. A control classroom of seven students, enrolled at the Harambe (now South Madison) Head Start for a summer kindergarten readiness program, participated in a comparison mindfulness curricular supplement. This control curricular supplement, The Kindness Program, is designed as an age-appropriate intervention to teach mindfulness and focused on compassion for others and emotional self-regulation.

**Results:**

*Qualitative:*

Children were individually monitored throughout the program for their development of pre-literacy skills and dialect awareness skills including knowledge of different languages, knowledge of differences within languages, ability to produce final consonant clusters, use of plural /s/, use of copulas/auxiliaries, and understanding of indirect commands. Teachers met after each lesson to discuss children's progress and to plan future lessons accordingly. Furthermore, teachers and lessons were evaluated daily by supervisors and Head Start teachers to modify and improve the lessons throughout the program. Teachers and staff discussed what went well and what did not in order to improve the program.

Parent satisfaction with the program was measured using a short questionnaire. An example of a parent questionnaire can be found in Appendix A at the end of this document. All 14 parents answered yes/no questions about their children's skills. 14 of 14 parents indicated that their children were able to "rhyme words or point out rhyme," "say the letters of the alphabet," and "say sounds that letters make." 12 of 14 parents indicated that their children could "break apart words into sounds." 8 of 14 parents indicated that their children could "clap out the parts in words."

**Table 5.** Yes/No Responses from Parent Survey.

<b>Skill</b>	<b>Number of Yes Responses (14 total)</b>	<b>% of Yes Responses (14 total)</b>
“Rhyme words or point out rhyme.”	14	100%
“Say the letters of the alphabet.”	14	100%
“Say sounds that letters make.”	14	100%
“Break apart words into sounds.”	12	85.7%
“Clap out the parts in words.”	8	57.1%

Parents also provided short answers and comments about the program. These comments were resoundingly positive. Some comments included:

*“ \*\*\* could point to things in the house and name something that rhymed.”*

*“The fact that I could see that my child was learning. He always came home and talked about what went on in the classroom that day.”*

*“That he is learning to read and the time that they spend with him. Teaching skills at an early age.”*

*“Helps him get ready for Kindergarten.”*

*“I liked how you used rhyming words to help prepare the children for Kindergarten. My favorite activity was sound out the words using the fly swatters.”*

*“Rhyming to read has become a big hit in my house.”*

*“In my opinion the program was a success. My only recommendation would be to extend the length of the program!”*

*“The rhyming song is wonderful.”*

*“Great program please continue.”*

*“I think all schools should do programs like this. It really helps the kids learn.”*

### *Quantitative:*

Pre- and post-intervention assessments were also completed as part of a larger project. Children who received the TALK curricular supplement were compared to children at a separate Head Start location who participated in the Kindness program in addition to a traditional kindergarten readiness curriculum. The Kindness program incorporated a traditional kindergarten readiness curriculum with training on age-appropriate mindfulness (i.e. compassion for others and emotional self-regulation). The following results are excerpted from this larger study. The children who participated in the TALK program, but not the children who participated in the Kindness program, improved significantly on an experimental task measuring comprehension of MAE. In this task, children heard words in MAE with and without final consonant clusters. After they heard a word (*goal*), they chose from three pictures: the target (*goal*), the distractor (*gold*), and a filler (*hat*). The critical comparison was how children performed on words that were ambiguous in AAE (e.g. *goal* or *gold*) but not in MAE. Children from the TALK program improved significantly on this comparison. The second result was that children from the TALK program, but not the children who from the Kindness program, improved significantly on all measures of phonological awareness (measures of rhyming and word completion from the Test of Preschool Early Literacy (TOPEL) and a measure of blending from The Comprehensive Test of Phonological Processing (CTOPP) (Edwards, Rosin, Manning, Schneeberg, & Richmond, 2012).

### **Summary:**

Qualitative results from parent surveys indicated parents were satisfied with the results of the program. Parents reported that skills acquired in the classroom were being observed at home. Children demonstrated phonological awareness skills including segmenting syllables, segmenting sounds, letter sound awareness, letter names, and rhyming. Percent of skill acquisition reported by parents ranged from 57% to 100%.

Pre- and post-test results indicated that children improved significantly on all measures of phonological awareness when compared to a traditional kindergarten readiness curriculum plus a mindfulness-training component. Furthermore, children improved significantly on experimental tasks measuring MAE awareness. Combined, these results indicate parent satisfaction and significant post-intervention student improvement. To assess long-term effects, the students' progress will be monitored throughout kindergarten.

### **Program Evaluation:**

Because this was its initial implementation, a large focus of the TALK program was on identifying successes and failures. This involved identifying activities that were most engaging and/or produced the most improvements and those that were less engaging and/or provided the least improvements.

Overall, the TALK program was well received by students, parents, and teachers. Children were more responsive to some activities than others. Of most success were the phonological awareness songs, rhyming scripts, opening and closing songs, fly swatter

activities, actor's box, and performance of stories and scripts. These hands-on activities effectively engaged students and aided in learning.

Crafts were also useful in reinforcing scripts from the stories and rhymes. Children incorporated scripts such as "the coal is too cold" into their craft projects. They often wrote scripts using a visual model on the bottom of their projects. This allowed children to practice scripts and aided in home carry-over. Overall, activities that promoted repetitions were the most successful in producing improvements.

Finally, activities that blended dialect awareness knowledge and phonological awareness were an effective context to teach both skills. For example, when -old and -oal were used in rhyming activities, children were able to demonstrate their knowledge of MAE by completing rhyming production and rhyming oddity tasks.

Children were less engaged in structured activities that did not allow for large amounts of participation, such as traditional storybook reading and listening. These activities were beneficial in choosing themes, such as using The Little Engine Who Could for "the coal is too cold" script. They also were beneficial in teaching basic storybook concepts such as beginning/middle/end, title/author, and predictions as well as listening skills. However, children were only engaged in these activities for short periods of time. In future implementation, modifications to make all stories interactive would be beneficial. This could involve incorporating acting, singing, crafts, and other activities to help make scripts more memorable and to consistently engage students.

Because of its experimental nature, several limitations of the initial implementation of TALK program should be discussed. First, children who received the TALK program were compared to children who received a traditional kindergarten readiness curriculum plus mindfulness training. This does not enable us to differentiate between the effects of the pre-literacy and dialect awareness components of the TALK program. Comparing children receiving the TALK curricular supplement (pre-literacy + dialect awareness) to children receiving the same pre-literacy curriculum without the dialect awareness component in future research would allow for differentiation of the two components. Furthermore, a hypothesis of this program was that children would demonstrate long-term benefits, something that has not been seen with traditional phonological awareness curricula for preschoolers who speak a non-standard dialect. Children in this paper were only tested pre and post-intervention. It would be beneficial to follow these children throughout their early elementary years to investigate long-term benefits.

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## **Appendix A**

Appendix A. Example Parent Survey

Appendix B

TALK Manual

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TALK: Talk and Learn for Kindergarten  
Parent Survey

Please take some time to fill out this survey to help us know what went well with the TALK program. We have appreciated your support in the program so far and enjoyed being in the classroom this summer.

Does your child...

1. Say hello in different languages (hola, guten tag, aloha, etc.)?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
2. Talk to you about any of the stories or songs from the program (i.e. animals, musical instruments, the three billy goats gruff, vehicles, fairy tales, rhyming or letter sounds)?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
3. Talk about Teacher Brittany, Alissa, or Peggy?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
4. Rhyme words or point out rhyme?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
5. Say the letters of the alphabet?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
6. Use hand signs for letters of the alphabet?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
7. Say the sounds that letters make?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8. Clap out the parts in words?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
9. Break apart words into sounds?	<input checked="" type="radio"/> Yes	<input type="radio"/> No

What is one thing about you liked about the program?

When Demontae could point to things in the house and name something that rhymes  
When Demontae came home singing the songs he learned in school each day.

What is one thing that you would have liked to change about the program?

Nothing, it was PERFECT

Do you have any additional comments or questions?

I think all ~~WAs~~ schools should do programs like this it really helps the kids learn I know it helped demontae thanks

*Week Themes:* A theme was chosen for each week with corresponding vocabulary words that contrasted NMAE and MAE. A story related to each theme was used throughout each week. If an appropriate story did not exist, a fitting poem or short story was developed.

**Table 6.** Themes and corresponding dialect features to focus on for each week.

Weekly Themes	Contrastive NMAE and MAE Vocabulary
I Like Me	Plural /s/ - knees, hips, lips Copula/Auxiliary: you are, I am
Trolls/Monsters – Billy Goats Gruff	Final consonant cluster - troll, toll, told, gold
Vehicles – The Little Engine Who Could	Final consonant cluster – coal, cold
Animals	Final consonant cluster – bold, bull
Prince/Princess – The Shoemaker and the Elves	Final consonant cluster – sold, sole
Getting Ready for Kindergarten	Final consonant cluster – goal, gold

*Opening Circle:* During each opening circle, the children sang the “hello” song, introduced themselves to the class, and placed their name on the attendance board. The teachers introduced the daily schedule and introduced weekly themes each Monday.

1. **“Hello” Song:** Lyrics written on large poster board for class to see.
  - a. Lyrics: “Hello, Hello, Hello and how are you? I’m Fine, I’m Fine, and I hope that you are too!”
2. **Introduction:** Introductions changed daily to reflect themes and day of the week. Introduction scripts were written on the classroom board for children to follow (e.g. “This weekend I liked \_\_\_\_ because \_\_\_\_.”) Introductions targeted pragmatic language, copula/auxiliary production, rhyming, etc. Daily introductions will be detailed below.
3. **Attendance:** Children found names and placed them on the attendance board.
4. **Daily Schedule:** Teachers introduced weekly themes and daily schedule

*Rhyme Time:* Children were divided into two groups, half of which attended rhyme time first. Rhyme time lessons focused on phonological awareness skills including letter-sound identification, rhyming, segmenting, and blending. A general schedule was used for each lesson:

1. **Song #1:** “Who Let the Letters Out” from Dr. Jean Kiss Your Brain, Is Everybody Happy CD:
  - a. Lyrics: “Who let the A out? A a a a. Who let the B out? B b b b..”

2. **Song #2:** “Rhyming to Read” from Dr. Jean Kiss Your Brain, Is Everybody Happy CD:
  - a. Lyrics: “We run run run each day, to make our bodies strong. We shake shake shake a hand to help us a get along. We reach reach reach up high to one day find our dream. We rhyme rhyme rhyme each day to help us learn to read. Rhyming to read. Rhyming to read. Come on everybody let’s have some fun, we’re rhyming to read. Now, clap your hands as I say each word that rhymes with at, cat, sat, mat, fat. Now shake your hips as I say each word that rhymes with og, log, hog, dog, frog. Now stomp your feet as I say each word that rhymes with an, can, man, fan, pan.”
3. **Theme-focused phonological awareness activities:** a different phonological awareness skill was targeted on each day of the week. Typically, rhyming was addressed Monday, letter-sound identification was addressed Tuesday, segmenting was addressed Wednesday, and blending was addressed Thursday.

*Talk Time:* Talk time activities varied depending on weekly theme and by day. Typically, a poem or short story was used throughout the week as a basis for activities. Vocabulary words were introduced on the first day of the week and used throughout the week. Lesson focused on features that are present in MAE but are optional in NMAE. These included plurals, copulas/auxiliaries, and final stressed consonant clusters. Lesson also focused on in direct commands (common in MAE but less so in NMAE) and the concept that people speak differently.

*Closing Circle:* Children rejoined for the closing circle time. A similar schedule was followed each day.

1. Review schedule
2. “You’re in the Spotlight”: Each child uses script “I liked \_\_\_\_ because \_\_\_\_\_.”
3. “Goodbye Song”:
 

“Open shut them, Open shut them,  
Give a little clap, clap, clap,  
Open shut them, Open shut them  
Lay them in your lap  
Wave them, wave them, wave them, wave them  
High up in the sky  
Wave them, wave them, wave them,  
Let’s all say good-bye”

## I Like Me

### Weekly Overview:

**Table 7.** Overview of activities for “I Like Me” theme. Activities in bold are detailed below.

<b>I Like Me</b>	<b>Opening</b>	<b>Rhyme Time</b>	<b>Talk Time</b>	<b>Closing</b>
<b>Monday</b>	<ol style="list-style-type: none"> <li>Hello Song</li> <li><b>Introduction</b> - auxiliaries/copula</li> <li>Attendance</li> <li>Daily Schedule</li> </ol>	<ol style="list-style-type: none"> <li><b>Introduce sound</b>- Sound guessing game: what sound is that? (animal, music, etc.)</li> <li>Compare and contrast same and different sounds</li> </ol>	<ol style="list-style-type: none"> <li>“I Like Myself” shared reading</li> <li>Construct “About Me” books</li> </ol>	<ol style="list-style-type: none"> <li>Review schedule</li> <li><b>You’re in the spotlight</b></li> <li>Goodbye song</li> </ol>
<b>Tuesday</b>	<ol style="list-style-type: none"> <li>Hello Song</li> <li><b>Introduction</b> - First letter of name</li> <li>Attendance</li> <li>Daily Schedule</li> </ol>	<ol style="list-style-type: none"> <li><b>Introduction to long vs. short words</b></li> <li>Identify long vs. short names</li> <li>Identify long vs. short words</li> </ol>	<b>1. Actor’s Box</b>	<ol style="list-style-type: none"> <li>Review schedule</li> <li>You’re in the spotlight</li> <li>Goodbye song</li> </ol>
<b>Wednesday</b>	<ol style="list-style-type: none"> <li>Hello Song</li> <li><b>Introduction</b> - Clap syllables in name</li> <li>Attendance</li> <li>Daily Schedule</li> </ol>	<b>1. Introduction to rhyming with “ee” sound</b>	<ol style="list-style-type: none"> <li>“Happy Bees” shared book reading</li> <li>“Hickity Pickity Bumble Bee” rhyme</li> </ol>	<ol style="list-style-type: none"> <li>Review schedule</li> <li>You’re in the spotlight</li> <li>Goodbye song</li> </ol>
<b>Thursday</b>	<ol style="list-style-type: none"> <li>Hello Song</li> <li>Introduction - Clap syllables in name</li> <li>Attendance</li> <li>Daily Schedule</li> </ol>	<b>1. Rhyming Differentiation:</b> freeze when words don’t rhyme	<ol style="list-style-type: none"> <li>“I Like Me” poem</li> <li>Paper mask craft to take home w/ poem</li> </ol>	<ol style="list-style-type: none"> <li>Review schedule</li> <li>You’re in the spotlight</li> <li>Goodbye song</li> </ol>

**Selected Procedures (procedures bolded above):**

1. Introduction: (day 1): Copulas/Auxiliaries

- a. Procedures: Teacher asks, “Who is wearing [blue]?” Children respond with the script, “I am.”
  - b. Objectives: Learn names, WH questions, auxiliaries/copulas
2. Introduce Sounds:
  - a. Procedures: Teacher introduces the word “sound.” Teacher plays 20 different sounds including animals, musical instruments, speech etc. Children guess each sound
  - b. Objectives: Phonological awareness- some sounds are the same and some are different
3. You’re in the spotlight:
  - a. Children stand up and use the script “I liked \_\_\_\_\_” to talk about the days activities
  - b. Objectives: Pragmatic skills
4. Introduction (day 2): First letter of name
  - a. Procedures: Each child uses the script, “Hi, my names is \_\_\_\_\_” to introduce themselves to the class. The class responds, “Hi [Alissa]. [A A A Alissa.] [Alissa] starts with [A].”
  - b. Objectives: Pragmatic skills, initial sound and letter identification
5. Introduction to long first short words:
  - a. Procedures: Teacher introduces the concept of “long” and “short” words. Teacher provides examples of each. Children use hand motions (long or short) to help identify words as long or short. Children identify their own names as long or short.
  - b. Objectives: Phonological awareness- words are made up of letters. Words can be same or different, they can be long (many letters) or short (few letters).
6. Actor’s Box:
  - a. Procedures: Each child choses a charades card and acts out a basic action. The class guesses each action. The class uses the script: “what are you?”, “are you \_\_\_\_?” I am \_\_\_\_\_.”
  - b. Objectives: Copulas/auxiliaries, vocabulary and script production, pretending
7. Introduction (day 3 and 4): clap syllables in name.
  - a. Procedures: Each child will find their name and say, “Hi my name is \_\_\_\_\_.” The class will respond, “Hi [Alissa, A-li-ssa.] and clap out syllables.
  - b. Objectives: Phonological awareness - syllabification
8. Introduction to rhyming:
  - a. Procedures: Teacher introduces “rhyme” (“words with the same ending sound”). Teacher introduces rhyming words KNEE, BEE, ME, TREE,

SEE, KEY. Children practice the script, “[Bee] and [me]. They both say [ee]. Those words rhyme.”

b. Objectives: Phonological awareness – rhyming

9. Rhyming differentiation:

a. Procedures: Teacher reads several rhyming words followed by a non-rhyming word (e.g. KEY, FLEA, ME, DOG) Children run in place when words rhyme and freeze when one doesn't.

b. Objectives: Phonological awareness – rhyming

### Materials:

#### *Opening Circle:*

- Name plates
- Attendance board
- “Hello Song” poster board
- Pointer – to point to lyrics
- Daily schedule

#### *Rhyme Time:*

- CD of various sounds – animal sounds, music, speech
- Alphabet wall
- Short and long words beginning with each letter of the alphabet on letter strips
- Each child's name on letter strips
- Rhyming words ME, BEE, SEE, TREE, KEY, KNEE on letter strips
- Tape

#### *Talk Time:*

- I Like Myself book by Karen Beaumont
- Materials for book construction: construction paper book, markers
- Strips of paper with phrases: “I am (age, gender, other descriptions).”  
“I like \_\_\_\_\_.” He/She likes \_\_\_\_\_.” “What do you like?” for gluing in book
- Actor's Box (charades) cards with different actions
- Large sentence strips “What are you?”, “Are you \_\_\_\_\_?” I am \_\_\_\_\_.”
- Happy Bees book by Arthur Yorinks
- Poster board with “Hickity Pickity Bumble Bee” lyrics:  
“Hickity Pickity Bumble Bee won't you say your name/a word for me?”
- Large poster board with “I Like Me” lyrics:  
*I like me with knobby knees  
Or hippo hips  
Or purple poka dot lips,  
I am still the same you see...*

*I like myself because I am me*

- Small print out of “I Like Me” poem for take home
- Materials for mask construction: popsicle stick, paper plate, yarn (hair), eyes, markers

*Closing Circle:*

- Magic pointer
- “I liked...” written on sentence strips
- “Goodbye Song” lyrics on large construction paper  
*Open shut them, Open shut them,  
Give a little clap, clap, clap,  
Open shut them, Open shut them  
Lay them in your lap  
Wave them, wave them, wave them, wave them  
High up in the sky  
Wave them, wave them, wave them,  
Let’s all say good-bye*

## Trolls/Monsters – Billy Goats Gruff

### Weekly Overview:

**Table 8.** Overview of activities for Trolls/Monsters theme Procedures in bold are detailed below.

Trolls/Monsters	Opening	Rhyme Time	Talk Time	Closing
<b>Monday</b>	<ol style="list-style-type: none"> <li>Hello Song</li> <li>Introduction – “Hi, my name is _____ and I _____ this weekend.”</li> <li>Attendance</li> <li>Daily Schedule</li> </ol>	<ol style="list-style-type: none"> <li>“Lettercise” by Dr. Jean</li> <li>“Who let the letters out” by Dr. Jean</li> <li><b>Word Wall – initial letter</b></li> </ol>	<ol style="list-style-type: none"> <li>Introduce Vocabulary (troll, toll, told, gold)</li> <li><b>Billy Goats Gruff Story w/ specialized script</b></li> </ol>	<ol style="list-style-type: none"> <li>Review schedule</li> <li>You’re in the spotlight</li> <li>Goodbye song</li> </ol>
<b>Tuesday</b>	<ol style="list-style-type: none"> <li>Hello Song</li> <li>Introduction - First letter of name</li> <li>Attendance</li> <li>Daily Schedule</li> </ol>	<ol style="list-style-type: none"> <li>“Rhyming to Read” by Dr. Jean</li> <li><u>Splat the Cat</u> shared book reading and rhyme identification</li> </ol>	<ol style="list-style-type: none"> <li><b>Talk like a goat or troll</b></li> <li><b>Goat mask craft</b></li> </ol>	<ol style="list-style-type: none"> <li>Review schedule</li> <li>You’re in the spotlight</li> <li>Goodbye song</li> </ol>
<b>Wednesday</b>	<ol style="list-style-type: none"> <li>Hello Song</li> <li>Introduction - Clap syllables in name</li> <li>Attendance</li> <li>Daily Schedule</li> </ol>	<ol style="list-style-type: none"> <li><b>“Break it Down” song and CVC word segmentation</b></li> <li>Put CVC words on word wall</li> <li><b>Fly swatter activity - segmentation</b></li> </ol>	<ol style="list-style-type: none"> <li>Practice <u>Billy Goats Gruff</u> script</li> <li>Act out story with script</li> </ol>	<ol style="list-style-type: none"> <li>Review schedule</li> <li>You’re in the spotlight</li> <li>Goodbye song</li> </ol>
<b>Thursday</b>	<ol style="list-style-type: none"> <li>Hello Song</li> <li><b>Introduction - Individual introductions</b></li> <li>Attendance</li> <li>Daily Schedule</li> </ol>	<ol style="list-style-type: none"> <li>Blend CVC words with middle sounds –at</li> <li>“Rhyming to Read” and “Lettercise” by Dr. Jean</li> </ol>	<ol style="list-style-type: none"> <li>Act out story with script</li> <li>Actor’s box (charades) with characters from story</li> </ol>	<ol style="list-style-type: none"> <li>Review schedule</li> <li>You’re in the spotlight</li> <li>Goodbye song</li> </ol>

## Selected Procedures (procedures bolded above)

1. Word Wall – Initial Letter:
  - a. Procedures: Children identify initial letter of simple words. One child tapes word on the word wall underneath the corresponding initial letter
  - b. Objectives: Identify initial letter/sound in words
  
2. The Billy Goats Gruff Story:
  - a. Procedures: Shared book reading of Billy Goats Gruff story with incorporation of script below:

*Narrator: Oh no you're not! The **troll told** him*  
*Troll: you must first pay a **toll**. ONE (TWO, THREE, etc.)  
piece/s of **gold***
  - b. Objectives: To contrast NMAE and MAE features in final consonant blends in the words TROLL, TOLL, and GOLD.
  
3. Talk Like a Goat and Troll:
  - a. Procedures: Children practice talking like a goat or troll
  - b. Objectives: To highlight differences in dialect through pretend play- People talk different
  
4. Goat Mask Craft:
  - a. Procedures: Children create goat and troll mask to be used to act out the script. Children use “goat talk” or “troll talk” to ask for different materials
  - b. Objectives: To highlight differences in dialect
  
5. Break it Down Song w/ CVC Word Segmentation:
  - a. Procedures: Children will use “Break it Down” song to break apart words into sounds

*“Break it down, break it down, break it down break it  
down break it down, when I say the word, you say the  
sound. The word is \_\_\_\_\_  
[Cat, fat, kiss, hug, kick, leg, pig, rub, dog, sip, fit, less,  
dip, get, bag, bat, line, kite, rain, boom, dig]”*
  - b. Objectives: Phonological awareness- segmentation
  
6. Fly Swatter Activity – Segmentation
  - a. Procedures: Each child receives a fly swatter and a laminated segmentation board with 3 stars. Children also receive a pile of simple CVC pictured words. Children will chose a word and use the fly swatter to hit one star for each sound (e.g. C-A-R)
  - b. Objectives: Phonological awareness -segmentation

7. Introduction (day 4) – Individual Introductions
  - a. Procedures: Each child will chose a friend to great. Children will great friend and shake his/her hand. Both children will then put their names on the attendance board.
  - b. Objectives: Pragmatics

**Materials:**

*Opening Circle:*

- Name plates
- Attendance board
- “Hello Song” poster board
- Pointer – to point to lyrics
- Daily schedule

*Rhyme Time:*

- “Rhyming to Read” song from Kiss Your Brain, Everyone is Happy by Dr. Jean
- “Rhyming to Read” lyrics on poster board
- “Who Let the Letters Out?” from Kiss Your Brain, Everyone is Happy by Dr. Jean
- “Who Let the Letters Out?” lyrics on poster board
- “Lettercise” CD from Kiss Your Brain, Everyone is Happy by Dr. Jean
- Word Wall (A-Z letters on wall)
- Simple words on word strips for each letter of the alphabet to post on word wall
- Splat the Cat book by Rob Scotton
- -at rhyming words on words strips
- White boards and markers
- Cards with pictures of CVC words
- Fly Swatters
- Laminated segmentation boards with 3 stars or dots

*Talk Time:*

- Weekly vocabulary words (troll, gold, toll, told) on large paper
- Billy Goats Gruff book
- Billy Goats Gruff script:
  - Narrator: *Oh no you’re not! The **troll** told him*  
*Troll: you must first pay a **toll**. ONE (TWO, THREE, etc.) piece/s of **gold***
- Materials for mask construction – paper plates, ears, eyes, troll cutouts, markers, glue
- Wooden bridge (large blocks) for story acting
- Actor’s box cards (charades cards) with characters to act out

*Closing Circle:*

- Magic pointer
- “I liked...” written on sentence strips
- “Goodbye Song” lyrics on large construction paper
  - Open shut them, Open shut them,*
  - Give a little clap, clap, clap,*
  - Open shut them, Open shut them*
  - Lay them in your lap*
  - Wave them, wave them, wave them, wave them*
  - High up in the sky*
  - Wave them, wave them, wave them,*
  - Let’s all say good-bye*

## Vehicles – The Little Engine Who Could

### Weekly Overview:

**Table 9:** Overview of activities for Vehicles theme. Procedures bolded are detailed below.

Vehicles	Opening	Rhyme Time	Talk Time	Closing
<b>Tuesday</b>	<ol style="list-style-type: none"> <li>1. Hello Song</li> <li>2. Introduction - First letter of name</li> <li>3. Attendance</li> <li>4. Daily Schedule</li> </ol>	<ol style="list-style-type: none"> <li>1. “Who Let the Letters Out?”</li> <li>2. “Rhyming to Read”</li> <li>3. Vehicle vocabulary w/ initial letter identification</li> <li>4. Matching same vs. different initial letters</li> </ol>	<ol style="list-style-type: none"> <li>1. <b><u>The Little Engine Who Could</u> shared book reading w/ incorporated script</b></li> <li>2. Discuss story vocabulary (engine, caboose, coal)</li> </ol>	<ol style="list-style-type: none"> <li>1. Review schedule</li> <li>2. You’re in the spotlight</li> <li>3. Goodbye song</li> </ol>
<b>Wednesday</b>	<ol style="list-style-type: none"> <li>1. Hello Song</li> <li>2. Introduction - Clap syllables in name</li> <li>3. Attendance</li> <li>4. Daily Schedule</li> </ol>	<ol style="list-style-type: none"> <li>1. “Who Let the Letters Out?”</li> <li>2. “Rhyming to Read”</li> <li>3. –op and –it rhyming words</li> <li>4. <u>Hop on Pop</u> by Dr. Seuss shared book reading</li> </ol>	<ol style="list-style-type: none"> <li>1. <u>The Little Engine Who Could</u> review w/ script</li> <li>2. <b>Story sequencing craft</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Review schedule</li> <li>2. You’re in the spotlight</li> <li>3. Goodbye song</li> </ol>
<b>Thursday</b>	<ol style="list-style-type: none"> <li>1. Hello Song</li> <li>2. Introduction - Individual introductions</li> <li>3. Attendance</li> <li>4. Daily Schedule</li> </ol>	<ol style="list-style-type: none"> <li>1. “Who Let the Letters Out?”</li> <li>2. “Rhyming to Read”</li> <li>3. <b>Fly swatter activity w/ segmentation (car, truck, train, jeep, bus, jet, bike)</b></li> <li>4. Review yesterday’s rhyming words</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Individual train craft with script</b></li> <li>2. <b>Large classroom train craft</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Review schedule</li> <li>2. You’re in the spotlight</li> <li>3. Goodbye song</li> </ol>

**Selected Procedures** (bolded above):

1. The Little Engine Who Could shared book reading with script:
  - a. Procedures: Teacher reads any The Little Engine Who Could book and incorporates script:

*Please help us! Our coal is too cold for our train to go!* “*I think I can, I think I can, I think I can*”
  - b. Objectives: To develop early literacy skills, learn new vocabulary and to highlight differences in dialect (optional final consonant cluster deletion in NMAE vs. MAE).
2. Story Sequencing Craft:
  - a. Procedures: Students will sequence seven pictures in order that they happened in the story. Students can reference book as needed
  - b. Objectives: To identify sequence of story, first, second, next, then, after that, in the end. To highlight contrastive features of NMAE and MAE (optional final consonant cluster deletion in NMAE). To use and understand vocabulary used in book- engine, caboose, coal
3. Fly Swatter Activity with Segmentation
  - a. Procedures: Each child receives a fly swatter and a laminated segmentation board with 3 stars. Children also receive a pile of simple CVC pictured words. Children will chose a word and use the fly swatter to hit one star for each sound (e.g. C-A-R) Words include: car, train, truck, jeep, jet and bike
  - b. Objectives: Phonological awareness – segmentation, vocabulary development
4. Individual Train Craft
  - a. Procedures: Students will make a train of their name with one letter on each car of the train and on the caboose they will write how many letters are in their name. The engine will have a picture of them on it. They will glue it on a long piece of butcher paper and we will write the script: “Please help us! Our coal is too cold for us to go!” “I think I can, I think I can”
  - b. Objectives: To identify letters in name, write letters, put letters in the right order, count individual letters, and write phrases using final consonant sounds.
5. Large Classroom Train Craft
  - a. Procedures: “Who can help us? Our coal is too cold!” on large paper. Students choose their picture for the engine and choose other students to join their train. Students write their names friends underneath their picture on the large train.
  - b. Objectives: To identify and write names, continued use of contrastive features in NMAE and MAE (optional final consonant deletion).

## Materials:

### *Opening Circle:*

- Name plates
- Attendance board
- “Hello Song” poster board
- Pointer – to point to lyrics
- Daily schedule

### *Rhyme Time:*

- “Rhyming to Read” song from Kiss Your Brain, Everyone is Happy by Dr. Jean
- “Rhyming to Read” lyrics on poster board
- “Who Let the Letters Out?” from Kiss Your Brain, Everyone is Happy by Dr. Jean
- “Who Let the Letters Out?” lyrics on poster board
- Word Wall (A-Z letters on wall)
- Vehicle vocabulary (car, train, truck, bike, jet, jeep) on word strips
- -op and -it rhyming words
- Hop on Pop by Dr. Seuss
- White boards and markers
- Cards with pictures of CVC vehicle words (car, bike, jet, jeep, etc.)
- Fly Swatters
- Laminated segmentation boards with 3 stars or dots

### *Talk Time:*

- Any The Little Engine Who Could book
- Story vocabulary (caboose, engine, coal, etc.) on word strips
- Story script on large poster board:  
*Please help us! Our coal is too cold for our train to go!” “I think I can, I think I can, I think I can*
- 7 pictures from The Little Engine Who Could book for each student
- Large paper to glue sequenced pictures
- Glue
- Butcher paper (for individual train craft)
- Train “cars” out of construction paper (rectangles)
- Markers
- Picture of each student for individual trains
- Construction paper wheels
- Construction paper (for classroom train)
- Construction paper cars
- Students pictures (multiple) to place in classroom trains
- Pencils

### *Closing Circle:*

- Magic pointer
- “I liked...” written on sentence strips
- “Goodbye Song” lyrics on large construction paper
  - Open shut them, Open shut them,*
  - Give a little clap, clap, clap,*
  - Open shut them, Open shut them*
  - Lay them in your lap*
  - Wave them, wave them, wave them, wave them*
  - High up in the sky*
  - Wave them, wave them, wave them,*
  - Let’s all say good-bye*

## **Animals**

### **Weekly Overview:**

**Table 10.** Overview of activities for Animals theme. Bolded procedures are detailed below.

Animals	Opening	Rhyme Time	Talk Time	Closing
<b>Monday</b>	1. Hello Song 2. Introduction – “This weekend I _____ with _____.” 3. Attendance 4. 4. Daily Schedule	1. “Who Let the Letters Out?” 2. “Rhyming to Read” 3. Introduce animal vocabulary (bunny, koala, rhino, worm, dolphin, penguin) and identify initial sounds 4. “If I were an Animal Song” by Patty Shukla	1. <b>Read “Bold Bull” Poem (see lines below)</b> 2. <b>Read <u>Edward the Emu</u> by Sheena Knowles</b>	1. Review schedule 2. You’re in the spotlight 3. Goodbye song
<b>Tuesday</b>	1. Hello Song 2. Introduction - First letter of name 3. Attendance 4. Daily Schedule	1. “Who Let the Letters Out?” 2. “Rhyming to Read” 3. Read <u>One Duck Stuck</u> book by Phyllis Root 4. Explicit teaching of –uck rhyming words	1. Read “Bold Bull” Poem 2. <b>Actor’s box with animal sounds</b>	1. Review schedule 2. You’re in the spotlight 3. Goodbye song
<b>Wednesday</b>	1. Hello Song 2. Introduction - Clap syllables in name 3. Attendance 4. Daily Schedule	1. “Who Let the Letters Out?” 2. “Rhyming to Read” 3. Segmenting animal words (reading/phonics) with fly swatter	1. Read “Bold Bull” Poem 2. <b>People speak differently lesson – learn to say hello in different languages</b> 3. Read <u>Hello World! Greetings in 42 languages from around the globe!</u> book by Manya Stojic	1. Review schedule 2. You’re in the spotlight 3. Goodbye song
<b>Thursday</b>	1. Hello Song 2. Introduction and Greeting in Spanish “Hola _____” 3. Daily Schedule	1. “Who Let the Letters Out?” 2. “Rhyming to Read” 3. <b>Blending activity with –old endings (rhyming)</b>	1. Read “Bold Bull” Poem 2. Learn and sing “It’s a Beautiful World” in sign language (people speak differently)	1. Review schedule 2. You’re in the spotlight 3. Goodbye song

**Selected Procedures (bolded above):**

1. Read “Bold Bull” Poem:

- a. Procedures: Teacher reads poem one time identifying difficult vocabulary. Then re-read poem line by line having children repeat. Children will help teacher identify rhymes in the poem.

*The bold bull is very kind.  
He needs a friend to find.  
The bold bull stands up straight and tall  
To see if the other bull has a ball.  
The bold bull gets the courage to play.  
So the bold bull goes up to say  
“Will you be a friend to me?  
I am nice as can be”  
He was a very bold bull.*

- b. Objectives: Highlight contrastive features in NMAE and MAE (bold, bull) identify rhyme as words that sound the same at the end, learn and identify new vocabulary, pragmatics in speech and sharing with a group.
2. Read Edward the Emu by Sheena Knowles:
    - a. Procedures: Introduce story as things make different sounds, people talk to each other but animals make sounds to talk to each other. “In some stories, animals talk English like us, but do animals really talk like us? Or is that make believe?” Teacher reads the story stopping to identify rhymes and animal sounds
    - b. Objectives: Identify rhyme, learn and identify new vocabulary, pragmatics in speech and sharing with a group, identify, recognize, and describe different sounds that animals make.
  3. Actor’s Box with Animal Sounds:
    - a. Procedures: Each student will get a turn to act out an animal card with picture, saying the animal sound and walking/acting like the animal
    - b. Objectives: Identify sounds that animals make, use vocabulary words and describing words to guess animals. Use pragmatic skills to present in front of classmates and make eye contact with peers and teachers.
  4. People Speak Differently Lesson – Learn to Say Hello in Different Languages
    - a. Procedures: Teacher introduces “people talk differently and can speak different languages.” Teacher reminds students of “Hola” in Spanish and introduces different languages of the world.
    - b. Objectives: Identify different ways to say hello in other languages. Use pragmatic skills to present in front of classmates and make eye contact with peers and teachers.
  5. Blending Activity with –Old Ending
    - a. Procedures: Children will be given end sequence of letters (ex: -old) and successful first letters (t,s,m,c) – first letters will be different color than last sequences. Children will put together a first letter with last sequence

to create word. When a child successfully creates a word, they will write the whole word on their white board.

- b. Objectives: To practice blending

### Materials:

#### *Opening Circle:*

- Name plates
- Attendance board
- “Hello Song” poster board
- Pointer – to point to lyrics
- Daily schedule

#### *Rhyme Time:*

- “Rhyming to Read” song from Kiss Your Brain, Everyone is Happy by Dr. Jean
- “Rhyming to Read” lyrics on poster board
- “Who Let the Letters Out?” from Kiss Your Brain, Everyone is Happy by Dr. Jean
- “Who Let the Letters Out?” lyrics on poster board
- “Lettercise” CD from Kiss Your Brain, Everyone is Happy by Dr. Jean
- Word Wall (A-Z letters on wall)
- Animal words (bunny, koala, rhino, worm, dolphin, penguin) on word strips for each letter of the alphabet to post on word wall
- -uck rhyming words on words strips (duck, truck, muck, etc.)
- One Duck Stuck book by Phyllis Root
- “If I were an Animal Song” by Patty Shukla (can be found on YouTube)
- White boards and markers
- Cards with pictures of CVC animal words (cat, dog, pic, horse, etc)
- Fly Swatters
- Laminated segmentation boards with 3 stars or dots
- Cards with –old ending and corresponding first letter cards (t,f,m,s,c) to form words

#### *Talk Time:*

- “The Bold Bull” poem on large poster board  
*The bold bull is very kind.  
He needs a friend to find  
The bold bull stands up straight and tall  
To see if the other bull has a ball.  
The bold bull gets the courage to play.  
So the bold bull goes up to say  
“Will you be a friend to me?  
I am nice as can be”  
He was a very bold bull.*

- Edward the Emu book by Sheena Knowles
- Actor's box (charades) cards with various animals
- Large poster board with various greetings in different languages
- Hello World! Greetings in 42 languages from around the globe! book by Manya Stojic
- "It's a Beautiful World" song with sign lyrics (can be found on YouTube)

*Closing Circle:*

- Magic pointer
- "I liked..." written on sentence strips
- "Goodbye Song" lyrics on large construction paper
  - Open shut them, Open shut them,*
  - Give a little clap, clap, clap,*
  - Open shut them, Open shut them*
  - Lay them in your lap*
  - Wave them, wave them, wave them, wave them*
  - High up in the sky*
  - Wave them, wave them, wave them,*
  - Let's all say good-bye*

**Prince/Princess - The Shoemaker and the Elves**

**Weekly Overview:**

**Table 11.** Overview of activities for Prince/Princess theme. Bolded activities are detailed below.

<b>Princess</b>	<b>Opening</b>	<b>Rhyme Time</b>	<b>Talk Time</b>	<b>Closing</b>
<b>Monday</b>	<ol style="list-style-type: none"> <li>1. Hello Song</li> <li>2. Introduction – Children chose to be a princess or prince. Class greets each child, “Hello Princess/Prince_”</li> <li>3. Attendance</li> <li>4. Daily Schedule</li> </ol>	<ol style="list-style-type: none"> <li>1. Who Let the Letters Out”</li> <li>2. “Rhyming to Read”</li> <li><b>3. Princess/Prince vocabulary words on word wall</b></li> <li>4. Identify initial sounds in vocabulary words</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Introduce story vocabulary – parts of a shoe (shoe: sole, heel, toe, tongue, leather)</b></li> <li>2. <u>The Elves and the Shoemaker</u> – by Jim LaMarche</li> <li><b>3. Read “Shoemaker” poem (see below)</b></li> </ol>	<ol style="list-style-type: none"> <li>4. Review schedule</li> <li>5. You’re in the spotlight</li> <li>6. Goodbye song</li> </ol>
<b>Tuesday</b>	<ol style="list-style-type: none"> <li>1. Hello Song</li> <li>2. Introduction - First letter of name</li> <li>3. Attendance</li> <li>4. Daily Schedule</li> </ol>	<ol style="list-style-type: none"> <li>1. Who Let the Letters Out”</li> <li>2. “Rhyming to Read”</li> <li>3. Review rhyming with –ing ending words</li> <li><b>4. Identify non-rhyming words</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Read “Shoemaker” poem</li> <li><b>2. Make Shoemaker’s Shoe craft</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Review schedule</li> <li>2. You’re in the spotlight</li> <li>3. Goodbye song</li> </ol>
<b>Wednesday</b>	<ol style="list-style-type: none"> <li>1. Hello Song</li> <li>2. Introduction - Clap syllables in name</li> <li>3. Attendance</li> <li>4. Daily Schedule</li> </ol>	<ol style="list-style-type: none"> <li>1. Who Let the Letters Out”</li> <li>2. “Rhyming to Read”</li> <li>3. Segmenting words with fly swatter activity</li> <li>4. –ask and –ing rhyming activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Read “Shoemaker” poem</li> <li><b>2. Guess What the Teacher is Thinking activity</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Review schedule</li> <li>2. You’re in the spotlight</li> <li>3. Goodbye song</li> </ol>
<b>Thursday</b>	<ol style="list-style-type: none"> <li>4. Hello Song</li> <li>5. Introduction: Hi my name is _____ and then bows or courtesys like a prince/princess</li> </ol>	<ol style="list-style-type: none"> <li>1. Who Let the Letters Out”</li> <li>2. “Rhyming to Read”</li> <li>3. Blending activity with vocabulary words</li> </ol>	<ol style="list-style-type: none"> <li>1. Read the “Shoemaker” poem</li> <li><b>2. Princess and the Pea book with plural activity</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Review schedule</li> <li>2. You’re in the spotlight</li> <li>3. Goodbye song</li> </ol>

**Selected Procedures (bolded above):**

1. Princess/Prince Vocabulary Words on Word Wall:

- a. Procedures: Teacher introduces vocabulary words (prince, princess, sword, shield, horse, castle, moat, mask, dragon, jewels, beast, necklace, ring, crown, king, queen) and students help to place them up on the word wall
  - b. Objectives: Identify alphabetic principle and identify initial sounds of words.
  
2. Introduce Story Vocabulary –Parts of a Shoe:
  - a. Procedures: Teacher will present a diagram of a large shoe. The children will aid in labeling the parts of the shoe using the vocabulary: *sole, heel, toe, tongue, leather*
  - b. Objectives: To learn new vocabulary, to provide an introduction to the story
  
3. Read “Shoemaker” Poem
  - a. Procedures: Read The “Shoemaker” poem below:
 

*One winter day the poor shoemaker was having very bad luck  
He and his wife thought they were stuck  
Until one morning when they awoke  
They found two jeweled shoes, it was no joke  
Now the shoemaker has gemmed soles to be sold  
All thanks to the elves who made shoes of gold*
  - b. Objectives: to highlight differences in NMAE and MAE (optional cluster reduction in words that end in consonant clusters that agree in voicing), to continue work on rhyming, to introduce new vocabulary
  
4. Identify Non-Rhyming Words:
  - a. Procedures: Teacher reads a list of rhyming words and one word that does not rhyme (pat, cat, sat, purple). Children raise their hand when they hear a word that does not rhyme or sound the same at the end.
  - b. Objectives: Distinguish words that rhyme and identify word that does not belong because it does not rhyme.
  
5. Shoemaker’s Shoe Craft
  - a. Procedures: Children will cut out picture of shoe and glue on laces and tongue. Children will then label parts – via gluing on pre-printed word strips (sole, heel, tongue, toe, etc.) Children will then write “The shoemaker sold many soles” on the bottom of paper
  - b. Objectives: to highlight differences in NMAE and MAE (optional cluster reduction in words that end in consonant clusters that agree in voicing), to continue fairy tale theme, to continue work with new vocabulary
  
6. Guess What the Teacher is Thinking Activity

- a. Procedures: Teacher will give hypothetical indirect scenarios and instructions. Teacher will ask: “What do I want you to DO?” Example scenarios and commands below.
    1.
      - a. Scenario: There is a big mess after play time
      - b. Indirect Command: “I wish someone would help me clean up”
      - c. Correct Action: Help me clean up toys
    2.
      - a. Scenario: Lots of friends are talking during circle time
      - b. Indirect Command: “I can’t hear what Teacher Alissa is saying...”
      - c. Correct Action: Be quiet so I can hear Alissa
    3.
      - a. Scenario: You have two blankets. It’s very cold.
      - b. Indirect command: “I’m soooooo cold” “I wish I had something to keep me warm...”
      - c. Correct Action: Share one blanket
  - b. Objectives: To highlight indirect commands (a feature not often present in NMAE), to increase direction following.
7. Princess and the Pea with Plural Activity
- a. Procedures: Teacher will draw “mattresses” on chalkboard. Children will help teacher count from one “mattress” to several “mattresses”. Teacher will emphasize plural “s” endings during counting.
  - b. Objectives: To recognize and produce plural “s” endings

**Materials:**

*Opening Circle:*

- Name plates
- Attendance board
- “Hello Song” poster board
- Pointer – to point to lyrics
- Daily schedule
- Princess/Prince crown (to wear during daily introductions)

*Rhyme Time:*

- “Rhyming to Read” song from Kiss Your Brain, Everyone is Happy by Dr. Jean
- “Rhyming to Read” lyrics on poster board
- “Who Let the Letters Out?” from Kiss Your Brain, Everyone is Happy by Dr. Jean
- “Who Let the Letters Out?” lyrics on poster board
- “Lettercise” CD from Kiss Your Brain, Everyone is Happy by Dr. Jean
- Word Wall (A-Z letters on wall)

- Prince/Princess vocabulary words on word strips (prince, princess, sword, shield, horse, castle, moat, mask, dragon, jewels, beast, necklace, ring, crown, king, queen)
- -ask and -ing rhyming words on words strips
- Cards with pictures of CVC or CVCC shoe vocabulary and/or prince/princess vocabulary words (sole, sold, toe, etc.)
- Fly Swatters
- Laminated segmentation boards with 3 stars or dots

*Talk Time:*

- Large diagram of a shoe
- Parts of the shoe on word strips for labeling (toe, sole, heel, tongue, leather)
- The Elves and the Shoemaker book by Jim LaMarche
- The “Shoemaker” poem on large poster board:
 

*One winter day the poor shoemaker was having very bad luck  
He and his wife thought they were stuck  
Until one morning when they awoke  
They found two jeweled shoes, it was no joke  
Now the shoemaker has gemmed soles to be sold  
All thanks to the elves who made shoes of gold*
- Shoe cutouts (for shoe craft)
- Parts of shoe word labels,
- “Laces” (yarn)
- “Jewels”
- Markers/crayons
- Glue
- White board to demonstrate sentences writing
- Hypothetical situations for “Guess What the Teacher is Thinking” on cards
- Any Princess and the Pea book

*Closing Circle:*

- Magic pointer
- “I liked...” written on sentence strips
- “Goodbye Song” lyrics on large construction paper
 

*Open shut them, Open shut them,  
Give a little clap, clap, clap,  
Open shut them, Open shut them  
Lay them in your lap  
Wave them, wave them, wave them, wave them  
High up in the sky  
Wave them, wave them, wave them,  
Let’s all say good-bye*

## Getting Ready for School/Sports (“Goal for the Gold”)

### Weekly Overview:

**Table 12.** Overview of activities for Sports theme. Bolded procedures are detailed below.

Sports	Opening	Rhyme Time	Talk Time	Closing
<b>Monday</b>	<ol style="list-style-type: none"> <li>Hello Song</li> <li>Introduction – “This weekend I liked _____ because.”</li> <li>Attendance</li> <li>Daily Schedule</li> </ol>	<ol style="list-style-type: none"> <li>Who Let the Letters Out”</li> <li>“Rhyming to Read”</li> <li><b>Initial sound identification with sports vocabulary</b></li> </ol>	<ol style="list-style-type: none"> <li><b>Making goals lesson</b></li> <li><b>Making goals craft</b></li> </ol>	<ol style="list-style-type: none"> <li>Review schedule</li> <li>You’re in the spotlight</li> <li>Goodbye song</li> </ol>
<b>Tuesday</b>	<ol style="list-style-type: none"> <li>Hello Song</li> <li>Introduction - First letter of name</li> <li>Attendance</li> <li>Daily Schedule</li> </ol>	<ol style="list-style-type: none"> <li>Who Let the Letters Out”</li> <li>“Rhyming to Read”</li> <li><b>–oal and old rhyming activity</b></li> <li>Read <u>Bats at the Ballgame</u> book by Brian Lies</li> <li>Identify non-rhyming words activity (with –oal and –old)</li> </ol>	<ol style="list-style-type: none"> <li>Read <u>Preston’s Goal</u> by Colin McNaughton</li> <li>Soccer lesson highlighting words: <u>goal, gold, go</u></li> <li>Practice phrase “go for the gold”</li> <li><b>Magazine activity</b></li> </ol>	<ol style="list-style-type: none"> <li>Review schedule</li> <li>You’re in the spotlight: “I learned _____ with _____.”</li> <li>Goodbye song</li> </ol>
<b>Wednesday</b>	<ol style="list-style-type: none"> <li>Hello Song</li> <li>Introduction - Clap syllables in name</li> <li>Attendance</li> <li>Daily Schedule</li> </ol>	<ol style="list-style-type: none"> <li>Who Let the Letters Out”</li> <li>“Rhyming to Read”</li> <li>Break down words with fly swatter by sound and syllable:</li> <li>CVC: <i>ball, jump, run, feet, hand, goal, gold, stop, go</i> Syllable: <i>Basketball, baseball, soccer, tennis, swimming, football</i></li> <li><b>Gold medal craft</b></li> </ol>	<ol style="list-style-type: none"> <li><b>Re-read <u>Preston’s Goal</u> by Colin McNaughton and discuss goals from book and students goals</b></li> </ol>	<ol style="list-style-type: none"> <li>Review schedule</li> <li>You’re in the spotlight</li> <li>Goodbye song</li> </ol>
<b>Thursday</b>	<ol style="list-style-type: none"> <li>Hello Song</li> <li>Introduction: “This Summer I liked _____”</li> <li>Daily schedule</li> </ol>	<ol style="list-style-type: none"> <li>Who Let the Letters Out”</li> <li>“Rhyming to Read”</li> <li>Blending CVC sports vocab using laminated boards and play dough</li> </ol>	<ol style="list-style-type: none"> <li>Discuss goals. Set goals for Kindergarten</li> <li>Read <u>Miss Bindergarten goes to Kindergarten</u> by Joseph Slate</li> </ol>	<ol style="list-style-type: none"> <li>Review schedule</li> <li>You’re in the spotlight</li> <li>Goodbye song</li> </ol>

**Selected Procedures** (bolded above):

1. Initial Sound Identification with Sports Vocabulary:
  - a. Procedures: Teacher helps class read sports vocabulary including: *Basketball, Soccer, Football, Tennis, Golf, Swimming, Running, Hockey*. Children help to identify initial sound and letter and to put words up on the word wall.
  - b. Objectives: Identify alphabetic principle and identify initial sounds of words.
  
2. Making Goals Lesson:
  - a. Procedures: Lesson about goals and examples of goals such as: **learn how to rhyme, be a good brother or sister, help my mom**
  - b. Objectives: Identify and describe what a goal is in terms of school and life.
  
3. Making Goals Craft:
  - a. Procedures: Children then make their own goals for Kindergarten. Write GOAL: “In kindergarten I want to learn \_\_\_\_\_). Children also draw a picture of goal.
  - b. Objectives: Write one goal they have for kindergarten. Articulate the word goal, emphasizing final sound.
  
4. –oal and –old Rhyming Activity:
  - a. Procedures: Children will help to identify –oal and –old rhyming words. Teacher will emphasize –oal or –old endings. Words include: *goal, toll, mole, hole, coal, bowl AND gold, mold, told, sold, fold, bold*
  - b. Objectives: To practice rhyming, to highlight contrastive features in MAE and NMAE (optional final cluster reduction).
  
5. Magazine Activity (Discussing Goals):
  - a. Procedures: Teacher reads books and/or magazines about hockey, soccer and Olympics. Discuss working hard to achieve goals. Discuss winning and gold medals in Olympics.
  - b. Objectives: Identify and verbalize difference in goal vs gold in final consonant “d”. Define the words goal and gold. Describe and explain the Olympics and how you could reach the goal of going to the Olympics.
  
6. Gold Medal Craft:
  - a. Procedures: Children will make gold medals for completion of the program. Children will write “gold” on medal. Children will practice saying “Gold” slowly to emphasize ending while they write it on their medals.
  - b. Objectives: To emphasize final consonant that is optionally deleted in NMAE. Communicate needs and wants to classmates with polite requests “Please pass me the \_\_\_ thank you.”
  
7. Re-read Preston’s Goal – Compare and Contrast Class Goals with Preston’s

- a. Procedures: Re-read story Preston's Goal and talk about what happened and why in the story. Discuss cause and effect. Use pictures of the story to show what happened and why it happened. Students will say phrase: "Go for the gold!" or "Go for the goal!" and help to write it on the board.
- b. Objectives: Identify and describe different types of goals. Identify and describe cause and effect being why it happened and what happened. Identify parts of story as cause and effect. Highlight contrastive features of NMAE and MAE (optional final consonant cluster deletion).

## Materials:

### *Opening Circle:*

- Name plates
- Attendance board
- "Hello Song" poster board
- Pointer – to point to lyrics
- Daily schedule

### *Rhyme Time:*

- "Rhyming to Read" song from Kiss Your Brain, Everyone is Happy by Dr. Jean
- "Rhyming to Read" lyrics on poster board
- "Who Let the Letters Out?" from Kiss Your Brain, Everyone is Happy by Dr. Jean
- "Who Let the Letters Out?" lyrics on poster board
- "Lettercise" CD from Kiss Your Brain, Everyone is Happy by Dr. Jean
- Word Wall (A-Z letters on wall)
- Sports vocabulary words on word strips (*Basketball, Soccer, Football, Tennis, Golf, Swimming, Running, Hockey*)
- Bats at the Ballgame book by Brian Lies
- -oal and old rhyming words on words strips
- Cards with pictures of CVC or CVCC sports vocabulary (*ball, jump, run, feet, hand, goal, gold, stop, go*)
- Cards with pictures of multi-syllabic sports vocabulary (*Basketball, Soccer, Football, Tennis, Golf, Swimming, Running, Hockey*)
- Fly Swatters
- Laminated segmentation boards with 3 stars or dots
- Yellow/Gold Circles (for gold medal craft)
- Strings
- Crayons
- Pencils
- "Goal for the Gold" written on large poster board

### *Talk Time:*

- Whiteboard markers,
- White paper (for goal making craft)

- crayons/markers
- glue, strips that say “In kindergarten, I want to learn” (for goal making craft)
- Preston’s Goal book by Colin McNaughton
- sentence strip with “Go for the goal!” and “Go for the gold!”
- books and magazines about soccer, hockey, Olympics
- sentence strips with cause/effect, what happened/why did it happen, pictures of what happened and why it happened (to use while discussing Preston’s Goal)
- Miss Bindergarten Goes to Kindergarten book by Joseph Slate

*Closing Circle:*

- Magic pointer
- “I liked...” written on sentence strips
- “Goodbye Song” lyrics on large construction paper
  - Open shut them, Open shut them,*
  - Give a little clap, clap, clap,*
  - Open shut them, Open shut them*
  - Lay them in your lap*
  - Wave them, wave them, wave them, wave them*
  - High up in the sky*
  - Wave them, wave them, wave them,*
  - Let’s all say good-bye*