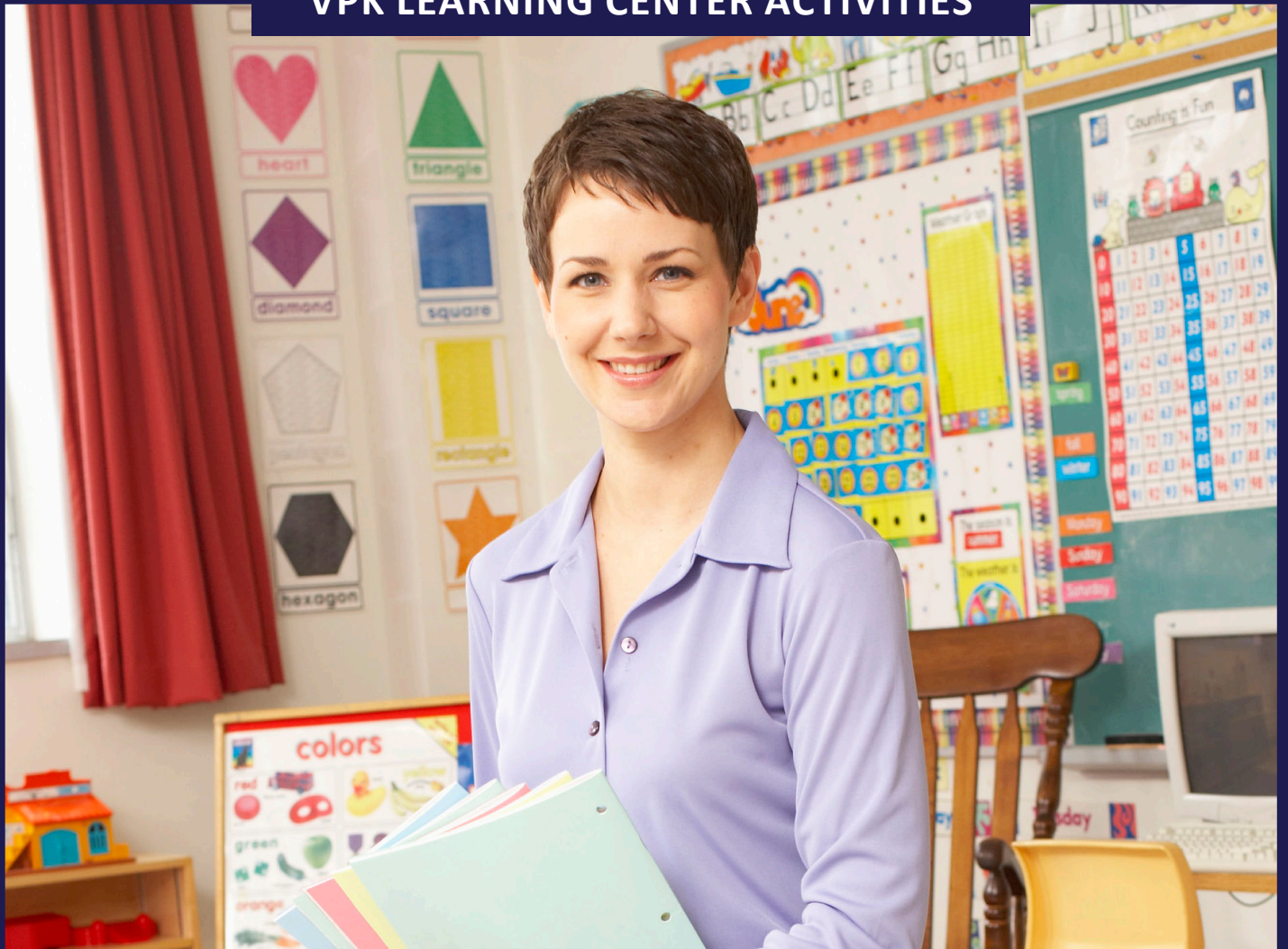


VPK LEARNING CENTER ACTIVITIES



Teacher Resource Guide

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Chapter 1: Overview of Targeted Content Areas

The VPK Learning Center Activities included with this guide are aligned with the Language, Communication and Emergent Literacy Domain within the Florida Early Learning and Developmental Standards for Four-Year-Olds (2011). Although the goal was not to create an activity to represent each and every standard and benchmark, most standards are represented in the 60 activities, some in multiple activities, as evidenced in the Crosswalk. These standards and associated benchmarks were themselves developed based on the best available research evidence about the important skills that preschool children should know and be able to demonstrate to be ready for kindergarten by the end of the preschool period.

The preschool time period is typically one of rapid development of language and emergent literacy skills. Emergent literacy can be defined as the developmental precursors to conventional reading, spelling and writing skills. Emergent literacy is the foundation upon which formal literacy instruction builds; therefore, children have the best chance for success with this instruction when the foundation is firmly grounded.

Robust evidence indicates that the three emergent literacy skill areas selected as targets in these activities, alphabet knowledge, phonological awareness, and oral language, are the best preschool predictors of later reading success. For example, a substantial amount of research evidence indicates that most children who encounter significant problems with learning to read have a core weakness in phonological awareness. Many research studies also indicate that children with weaker oral language skills and smaller vocabularies will be more likely to have difficulty with reading comprehension, even after they learn to read the words.

Even more importantly, substantial evidence indicates that they are open to change --- high-quality instruction can help improve these skill areas for children who arrive at preschool with less well-developed abilities in one or more areas. This is significant since considerable evidence also indicates that children arrive at preschool with very different skill levels in each of the three core emergent literacy areas. Home environments, early experiences with language and exposure to books appears to shape how much children learn about sounds, letters and the meaning of words before they are three or four years old.

Below we briefly summarize some key developmental and instructional points related to each of the three specific content areas. Two very important research findings that apply to all three areas are, first, that children benefit most from instruction that is, playful, and includes both systematic, intentional and more incidental instructional components. As discussed more in Chapters 2 and 3 of this guide, this means that Learning Center Activities where children get independent practice should be considered just one part of a range of instructional settings for children each day that include both teacher- and child-directed learning opportunities. Second, instruction in one of these areas is not necessarily going to directly lead to skill gains in the other two areas. Therefore, to have children show consistent and substantial growth in all three areas requires an instructional program that directly attends to each skill set.

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Chapter 1: Overview of Targeted Content Areas

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Alphabet Knowledge

Alphabet knowledge is perhaps the emergent literacy skill with the most evidence of importance for later reading success. It is very difficult for kindergarten and first grade children to “crack the code” of reading written words if they are not familiar with the names and sounds of the letters they see on the page. Research demonstrates that children benefit from systematic, comprehensive letter knowledge instruction that supports children’s ability to discriminate, recognize, label and write the letters in the alphabet.

At present, there is no single sequence of alphabet instruction that has evidence of being better than another. Therefore, the goal of preschool teachers should be to insure that all children are supported in growing their alphabet knowledge from where they start at the beginning of the year. The Florida Emergent Reading standards indicate that children should know almost all letter names and some letter sounds by the end of the four-year-old preschool year. With high quality instruction, some more advanced children will learn all names and sounds during preschool, while other children will make substantial progress toward this goal. Therefore, the activities included cover all letters and sounds. Some increasing research evidence does indicate that children can benefit from learning letter names before, or at least simultaneous to, learning letter sounds. Children certainly are more likely to know the first letter in their own name, and this may be a good entry point for instruction.

Most of the alphabet knowledge activities provided in the Learning Centers include a focus on multiple letters. These activities are specifically designed to support the important idea of cumulative review and repetition that is key for children’s mastery of these concepts.

Alphabet knowledge instruction for children who enter preschool knowing few letter names and letter sounds is of significant importance in supporting their later reading success. Similarly, phonological awareness is important to move children along the developmental continuum. However, either phonological awareness or alphabet instruction alone is not likely to be sufficient. In fact, evidence suggests that the benefits of alphabet knowledge instruction may be greatest when children also receive instruction in phonological awareness or, when sufficiently advanced (such as for kindergarten or above-average preschool children), in phonics. Likewise, children benefit most from phonological awareness when they also receive alphabet instruction. Ultimately, the two skill areas join together to support children in mastering the alphabetic principle and learning to decode. Together with the very important focus on oral language, these children then can readily achieve the ultimate literacy goal of comprehending what they read.

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Chapter 1: Overview of Targeted Content Areas

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Phonological Awareness

Phonological awareness is the understanding that words contain one or more units of sound and that these sound units can be identified, blended, and separated. Development of this skill set requires children to pay attention to characteristics of words separate from what they mean. The term phonological awareness is very similar to the term phonemic awareness, and these are highly related concepts and skills. One way to remember the distinction is to understand that phonological awareness is ‘bigger’ than phonemic awareness, but includes it. That is, phonological awareness represents understanding of and capacity to manipulate and identify sound units at the word, syllable, and phoneme level; phonemic awareness represents just the last of these. A child who can correctly say that the word hop has three sounds, or phonemes, and that the last sound is /p/ is displaying her phonemic awareness.

Phonological awareness in young children follows a known developmental sequence from larger to smaller sound units—from word to phoneme. Instruction can, but does not always, need to follow this developmental sequence; but at the very least it is best practice to identify where children are and scaffold their progress along the sequence through to initial practice of the phonemic level. The activities selected for the Learning Centers address the developmental sequence by including tasks that target word, syllable, rhyme, and some phoneme-level activities.

When deciding which of the phonological awareness activities to use—and when—teachers should remember that rhyming activities, although perhaps more familiar to the children—do not represent the beginning of the developmental continuum of phonological awareness, but instead are in the middle, closer to the upper end. This is because rhyming activities actually represent onset–rime skill: the onset is the first sound or sounds in a word and the rime includes the vowel and ending sounds (e.g., /b/ is the onset in ‘book’ and /ook/ is the rime). Therefore, teachers should be aware that rhyming may not be the appropriate place to begin independent phonological awareness activities such as these Learning Centers as early rhyme instruction likely requires quite a bit of teacher support for children to be successful.

Another key fact is that phonological awareness is also distinct from phonics. Phonological awareness is a set of skills, while phonics is a form of instruction that involves sounds and written letters together. But, better phonological awareness skills likely assist children with learning from phonics instruction. Similarly, research indicates that phonological awareness and alphabet knowledge development go hand in hand, and can be mutually reinforcing. An evidence-based instructional program in emergent literacy will include instruction in letter names and letter sounds as well as phonological awareness instruction. Consistent with the goal of building phonological awareness, but not phonics, for preschool children, most of the VPK Learning Center Activities provided focus on phonological awareness as an oral skill, without reliance on letters. Instead, pictures of words are used to help children remember the words as they manipulate their sounds.

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Chapter 1: Overview of Targeted Content Areas

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Toward the end of the school year, however, more advanced children can be challenged with some activities that are more phonics-like, and give children practice in combining their developing phonological awareness and letter sound knowledge to compose written words sound by sound. The best types of words to begin this process with are two- and three-sound words like up and cat.

Oral Language and Vocabulary

Oral language represents the broad set of skills and knowledge that enables children, and adults, to understand language they hear, and to produce language as a meaningful form of communication. Oral language skills typically are considered to include a set of aspects related to these receptive and expressive abilities. Receptive abilities include understanding of words and sentences when others are speaking, Expressive abilities include pronunciation of sounds and words, use of appropriate and specific vocabulary, and correct conjugation of and use of prefixes and suffixes with words to express features such as plurals, verb tense, intensity (e.g., the big, bigger and biggest balloons), distinct words forms (e.g., dependent vs. independent). Expressive abilities also include knowing how to correctly assemble words and phrases into simple and more complex sentence structures and the choice of words, tone, and volume for different contexts.

Oral language development is very important for its own sake, given how central being able to comprehend and express thoughts, feelings, ideas, and opinions is to our social relationships. Language skills also play a very important role in the development of strong reading skills. Oral language directly relates to reading comprehension---it is very difficult to read words one does not know, or to understand complex sentence structure without an understanding of the grammatical elements. Oral language also indirectly relates to reading comprehension through its influence on phonological awareness and decoding skills. Oral language also contributes meaningfully to children's developing abilities to compose their own written text, using the appropriate words, sentence structure, and overall organization to best convey their message.

Oral language skills develop quite rapidly between the ages of one year and five years of age --- children start with fewer than 50 words in their expressive language as young toddlers and enter kindergarten knowing and using thousands of words! A large amount of research literature indicates that this developmental progression is part of children's maturation process, but one that can be slowed down or sped up dramatically by the amount and quality of oral language input children receive at home and in childcare and school settings. Of course, some children also show signs of language delay because of an underlying developmental disability or medical disorder, or if they have a hearing loss.

When typically developing children are immersed in rich language environments full of consistent, diverse, and relevant language --and given many opportunities to practice conversations themselves, their oral language skills develop right on track. When children miss opportunities to hear and use language, their development can be delayed.

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Chapter 1: Overview of Targeted Content Areas

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Given that it is not enough just to hear language, but that instead children need numerous chances to practice using and thinking about language, the oral language and vocabulary activities selected for the Language/Vocabulary strand of the VPK Learning Center Activities give children structured talking time, where the tasks involve labeling and describing with new (and well-known) words and phrases. Each activity has a specific focusing on understanding and using new vocabulary, expressing ideas in more and more complex ways, or learning about the relations among different words (such as in categories and parts of speech). Children also benefit during these activities from hearing their peers practice oral language skills, and from engaging in conversations with one another. Most of the language/vocabulary activities provided are supported by picture cards, or by the use of objects found in most preschool classroom environments.

Teachers can build upon the activities in other time of the day by having one-on-one conversations with children that involve multiple conversational turns. For example, teachers can ask children about some of the new words they worked with in the Learning Center that day, or teachers can ask children to come up with even more to say about a picture used in a Learning Center Activity.

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Chapter 2. Purpose of the VPK Learning Center Activities

Research suggests that children benefit from multiple types of instruction designed to support their development of emergent literacy skills. For example, children learn from teacher-supported instruction in phonological awareness and alphabetic knowledge. Such intentional, often explicit instruction is when teachers can model new skills, explain new concepts, and provide practice opportunities with lots of feedback and support.

Children also learn from opportunities to independently practice their new skills with peers and on their own. Such practice gives children a chance to apply their new skills in novel contexts and for their new conceptual understanding to be reinforced and strengthened.

Children's language and communication skills develop from multiple learning opportunities as well. Classrooms where children are engaged in a variety of high-quality teacher-led and child-initiated activities throughout each day should give children numerous chances to learn and then use new vocabulary. In many different classroom settings and activities, teachers can provide scaffolding and support to help children increase the variety and complexity of their oral language. Away from the teacher, when children have conversations with peers they also can have the chance to hear and use new words and sentence structures.

The VPK Learning Center Activities are designed to augment and complement a teacher's existing, curriculum-based emergent literacy and language-focused instruction. High quality classrooms will already have multiple other types of activities intended to support children's growth in these skill areas. For instance, teachers may provide large or small group teacher-led instruction, a classroom library of books with which children can practice retelling stories and a writing center where children can practice identifying and using letters to form words.

The VPK Learning Center Activities are designed to be used alongside all of these other teacher- and child-led activity types. Given that these other materials likely are already present in the classroom, teachers may ask, What is the special purpose of these activities?

The primary purpose of the VPK Learning Center Activities is to provide teachers with a systematic, structured, and easy to implement set of activities to support their instruction of very important emergent reading, emergent writing, and oral language activities. These activities are designed to support teachers' goals of providing intentional instruction to all children within their classroom.

One additional special purpose of the VPK Learning Center Activities is to assist teachers with making sure that their instruction and the learning opportunities available within their classrooms is well-aligned to the emergent literacy and language standards and benchmarks within the Florida Early Learning and Developmental Standards for four-year olds. As can be seen in the Crosswalk presented in Chapter 5, the activities were selected to represent a wide variety of the standards and benchmarks associated with Language and Communication, Emergent Reading, and Emergent Writing.

Another specific purpose for these activities is to provide teachers with some models of, and resources to support how to differentiate instruction for more and less advanced learners. By providing activities

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Chapter 2. Purpose of the VPK Learning Center Activities

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across a range of difficulty, the VPK Learning Center Activities can be a key part of how a teacher plans to individualize her or his instruction for diverse learners.

Finally, although not primarily envisioned as an assessment, the single-focus and explicit nature of each of these activities makes them very appropriate for use as a formative assessment by teachers who desire opportunities to regularly gauge child progress in authentic learning contexts. Tracking children's progress with these activities will nicely complement the more formal formative assessment of the VPK Assessments administered three times each year, as the strands align exactly with the focus of the three literacy measures in the VPK Assessment.

Guidelines for Implementation

There are several very important points to keep in mind before and while implementing these activities in a classroom. Following these guidelines will help teachers best insure that the children in their classroom are receiving the greatest benefit from the activities.

Guideline I:

The VPK Learning Center Activities are designed to provide children with opportunities for independent practice of recently-learned emergent literacy and language skills. They are meant to be used by children working alone or in a small group without the teacher or another adult.

Therefore, the VPK Learning Center Activities should not be used to replace more intentional and likely more explicit instruction, particularly of the code-based emergent literacy skills. Instead, teachers should first provide initial instruction and then use the VPK Learning Center Activities to reinforce the new skill area. For example, if a Learning Center Activity requires children to blend the syllables in a word to make the whole word, the teacher needs to introduce this type of phonological awareness skill in teacher-supported activities prior to including this activity in the independent centers.

Teachers should thoughtfully evaluate when and how they are already introducing particular skills in each strand area, to best map out when to introduce a specific Learning Center Activity during the year. If a teacher encounters a skill area that they are not currently addressing in their broader curriculum, the activities within this set of VPK Learning Center Activities may provide helpful hints to teachers for ways in which they can add instructional content to their general instructional plan.

Guideline II:

Although the instructions for each activity are designed for three- to five- year-old children to readily understand, each Learning Center Activity has to be pre-taught to the children in a classroom before they are asked to engage in the activity on their own.

Teachers can do this pre-teaching in one of two ways:

- (1) Teachers can preview a new Learning Center Activity with the whole class. They can call on spe-

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Chapter 2. Purpose of the VPK Learning Center Activities

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cific children to assist while other children observe. Some activities can be conducted with children all giving an oral response at the same time.

(2) Teachers can preview a new Learning Center Activity with a small group of children. The teacher can lead the activity and facilitate giving each child in the group multiple opportunities to participate. The teacher would lead multiple small groups with different children until all children had a chance to experience the activity.

For some more challenging activities, teachers may want to engage in both of these pre-teaching strategies. Work first with the whole class, then meet with children in small groups and reinforce their understanding of both the skill underlying the activity and the tasks embedded within the activity.

Because the learners in any given classroom may vary considerably in their initial knowledge, the pace of their learning of any new skill area may also vary. Thus, some children will get close to mastery of a skill during the pre-teaching, but others will still be further from mastery. Teachers can provide the learners who are not yet close to mastery additional teacher-led small group support on an activity even after making it available in the Learning Center.

It is also perfectly appropriate to implement an activity at one point in the year, then reintroduce it later in the year for more cumulative review. If a teacher elects to do this, they may want to consider a brief refresher in whole group with the children before putting it back out in the Learning Center.

Guideline III:

After children complete an activity independently, teachers should provide relevant and timely feedback to the children about how well they did on the activity. Some of the activities are designed for children to create a temporary (for example: sorting picture cards into labeled bags) or permanent (for example, gluing letters onto a card) record of their performance. Teachers should review these records and provide children with supportive and, where appropriate, corrective feedback.

As well, teachers can use these performance records and observations of the children's skill level while they engage in an activity as formative assessments. These assessment opportunities can then be used to determine which children may need additional teacher-supported instruction in a particular skill area (for example, a child who struggled to master an activity) and which skill areas all of the children have already mastered. Such information may be very useful in helping teachers to plan their future lessons and schedules.

If many children are having difficulty with a specific Learning Center Activity, that is likely an indication that the activity is too difficult for those children at that moment in time. It may mean the children need additional teacher-supported instruction in that particular skill area before engaging in any more independent practice. If this happens, teachers should replace the Learning Center Activity with one that is more appropriate, provide more intentional instruction on that skill, and then later reintroduce the Learning Center Activity later in the year.

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Summary:

Putting the three guidelines together means that teachers will follow this sequence of steps for all of the VPK Learning Center Activities:

1. Provide initial teacher-supported instruction of the relevant skill.
2. Pre-teach the specific activity so that children understand the instructions and the tasks included.
3. Make the Learning Center Activity available for solo or small group independent practice.
4. Provide individualized feedback to children and make decisions about future instruction.

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Chapter 3. Successful Implementation of the Activity Centers

Success with the VPK Learning Center Activities follows from planning and thoughtful preparation. Before making the VPK Learning Center Activities available to children in a classroom, a teacher should review the following series of questions and determine the appropriate answers for their unique classroom context. The questions are grouped into two primary categories. The first category relates to decisions about the selection and sequencing of activities across the school year. The second category relates to classroom organization and management of the materials and the children's behavior while they are engaging with the activities.

Selecting Activities for the Centers

Question 1: Which activities do I make available?

Children will benefit most from these activities if teachers develop a plan for when to make each specific activity available in the classroom.

Chapter 6 of this manual provides a crosswalk of the 60 VPK Learning Center Activities with the Florida Early Learning and Developmental Standards within the Language, Communication and Emergent Literacy Domain. Chapter 6 also includes a specific sequencing of the 24 Phonological Awareness activities that follows both the sequence of standards and benchmarks within the Florida Early Learning and Developmental Standards and the known developmental sequence of phonological awareness (progression from larger to smaller sound units). Teachers can use the crosswalk and the sequence of phonological awareness activities (as well as their own curricular scope and sequence) to plan an order in which to make activities available.

There is not a specific developmental order for the Alphabet Knowledge or Language and Vocabulary activities. In general, for these strands, teachers should prioritize linking the timing of a specific activity with the scope and sequence of their broader emergent literacy and language instruction. For example, Alphabet Knowledge Activities AK1 – AK6 focus on letter names, and Alphabet Knowledge Activities AK7 – AK11 focus on letter sounds, so we would recommend aligning the introduction of these activities to the manner in which alphabet skills are taught in the broader instructional sequence.

As discussed in Chapter 2, the key consideration is that activities should not be included in independent activity centers until the relevant skills have been taught in initial instruction. Waiting until after the initial instruction helps to insure that the activities provided to children are a bit challenging, but still within their independent performance range. This means that the children will have a high likelihood of success with the activity without teacher scaffolding.

Teachers can develop a calendar on which they indicate which activities they want to have children engage with at different times of the year. Teachers should consider this calendar as fluid, however, based on their observation of children's progress during teacher-supported instruction and during children's independent practice. Teachers also can use the results of the VPK assessments to guide and adjust their selection of activities appropriate to particular children's skill level. The three strands of the VPK

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Chapter 3. Successful Implementation of the Activity Centers

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Learning Center Activities align directly with the three literacy measures within the VPK Assessment (Phonological Awareness, Print Knowledge, Oral Language/Vocabulary).

Question 2: Which children should go to the Activity Center together?

Some teachers give children free choice of all open centers during center time. If the Learning Center Activities are included in this open-choice format, then the teacher will not determine which children are engaging with the activities together.

If a teacher wants to assign particular children to the Learning Center Activities she or he can follow one of these two recommended grouping models:

(1) Create homogenous groups of children. Children learn at different rates. This means that some of the children in a classroom may have learned certain skills or concepts (for example, particular letter names or sounds) more quickly than others and may need less teacher-supported instruction of that skill or concept before using the related Learning Center Activity. Grouping children together by skill level can help teachers to align the specific learning activity to their current independent performance range.

If children are provided with an activity at the center that is much too challenging for them, they may experience frustration and rapidly lose interest in the activity. Similarly, if children are provided with an activity at the center that is too simple for them, they may become bored and rapidly lose interest in the activity. Skill-level grouping of children can help teachers avoid either of these reasons for children to not be engaged with the activities as intended.

However, there may be some activities, or some times of the year, that fit better with the alternative grouping model, described below.

(2) Create paired groups of children. Children can be matched with a somewhat more advanced peer partner in groups of two or four. Children with less advanced language or emergent literacy skills can benefit from having more advanced peers model new skills for them. Using intentionally heterogeneous groups of children to work together on an activity will help the children with less well-developed skills learn from their peers, while the children with more advanced skills can further strengthen their skills when helping their peers.

Successful pairings will include two children who get along well together and who will cooperate in the activity. Unsuccessful pairings can lead to the more advanced child dominating the activity and doing most of it themselves, while the less advanced child becomes just an observer. Although occasionally just observing can be helpful, these children will learn more from active engagement. Teachers who use the paired grouping model will need to monitor their pairings often to see if they need to be adjusted.

Neither grouping model is intended to remain static throughout the year. Teachers can use the results of the Assessment Period 1 and Assessment Period 2 VPK assessment results to consider regrouping

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Chapter 3. Successful Implementation of the Activity Centers

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children. Some children may have rapidly accelerated their skill growth and now belong in a new group or with a new partner.

In both grouping models the observation and formative assessment teachers conduct while children are engaging in the center activities provides the teachers with another, more frequent chance to consider whether to maintain or to regroup the children.

In either grouping model, teachers can make more than one activity available at the same activity center so that different children are given the chance to work with different specific activities. For example, by using color coding or group names, teachers can place multiple related activities in the Learning Center at the same time, in separate folders/bins or tables, but direct different groups of children to work with distinct activities. For example, a teacher might want to put out both an untimed Alphabet Knowledge activity such as AK2: Letter Border and the alphabet fluency activity with a timed aspect AK3: Letter Tap in the center together but steer different groups of children to work with one or the other.

Question 3: How long should I keep the same activity in the center before swapping it out?

There is no set rule for how long to keep an activity available. Certainly, it would not be wise to change out the activity every day, or even every other day, before many children have had the opportunity to use it. As well, each new activity has to be pre-taught before being made available.

Teachers should observe children's performance at the center and if most of the children are still actively engaged with the activity, they can leave it a bit longer. If, however, many children who previously were engaged with the activity have lost interest, this is a clear signal that you should most likely swap it out for another one.

Keep in mind that although teachers should plan for a sequenced progression of activities, there is no rule against revisiting a favorite from earlier in the year. Children will benefit from a chance to apply their skills to the same activity again.

Question 4: How can I adapt these activities for children with disabilities?

Some classrooms may include children with minor to more severe developmental disabilities. Most, if not all of the VPK Learning Center Activities are appropriate for these children, but may require some degree of adaptation. For example, for activities including picture or letter cards, these materials can be enlarged to accommodate children with mild to moderate visual impairments. For children with physical impairments that may make lifting and grasping materials a challenge, we suggest teachers add Velcro or magnets to cards and the appropriate backing surface to place them on (Velcro or magnetic board), and/or provide these children with tongs, magnet wands, or similar grasp-assistance materials so they can fully participate in moving and sorting these cards. In addition, regardless of the larger grouping plan that a teacher may be using for Learning Center use, we encourage teachers to assign each child with a developmental delay a partner (a typically developing child) to be their peer-sup-

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Chapter 3. Successful Implementation of the Activity Centers

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port buddy in working with these activities.

We encourage teachers to collaborate with special service providers (such as Speech-Language Therapists, Occupational Therapists and other Early Intervention providers) to align children's activity participation to goals on the children's Individual Education Plan or more informal learning and behavior goals that may have been established for specific children with developmental disabilities or delays.

Question 5: How can I adapt these activities for English learners?

The VPK Learning Center Activities provided are designed as part of English language emergent literacy and oral language instruction. Specifically, the alphabet letters included are the 26 English language letters, and phonological awareness activities are keyed to sounds in English, for matching and rhyming activities in particular. By definition, the words and sounds in English do not directly translate into words in Spanish or another language that align with the instructional focus (words that rhyme in English do not necessarily translate into words that rhyme in Spanish). In contrast, particularly because pictures are provided in most activities, the language and vocabulary activities can be more accessible regardless of the child's primary language. For example, an activity where children are asked to think of action verbs works well regardless of the language in which children produce those words.

For classroom teachers working with a substantial number of English learners, or for whom English is not the primary language of instruction, some careful selection of materials and adaptations in instruction may be appropriate: These may include:

- Teachers may need to pre-teach some English words while also pre-teaching the activity.
- Teachers may want to add Spanish letters to the alphabet materials.
- Teachers may want to select alternate picture sets for some phonological awareness activities while maintaining the instructional focus of the activity (e.g., to select from the provided images words that begin with the same sound in Spanish).

Of course, the language/vocabulary and phonological awareness activities, because they are supported by images, can be a great tool for teachers to use in supporting English language development. Pictures from most of these activities can be repurposed into English language learning materials.

Managing Activity Centers

Question 1: How many of these centers should I set up at one time?

There is no rule regarding how many learning activity centers to have open at the same time. Teachers with larger classrooms may be able to establish three separate areas for phonological awareness, alphabet knowledge, and language activities. Teachers with smaller classrooms may set up just one activity center and rotate the type and content of activity available.

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Chapter 3. Successful Implementation of the Activity Centers

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In addition, as described earlier, given sufficient space teachers can have more than one activity available for children at the same center. Either different children can work with the different activities, or children can progress from one to the next once the first is completed.

Question 2: How many children should be at the center at the same time?

The answer to this question will depend on the size of the allotted space, the number of activities available in the center, and the specific activity. The key consideration is that all children play an active role in the activity, rather than just observing what other children are doing. Most of the VPK Learning Center Activities are designed for at least two children, but some can be used by a single child. Most likely no more than four children can actively engage in the activities at any one time.

Question 3: When during the day do I use these centers?

Teachers likely have a variety of different daily schedule times during which children could use Learning Center Activities. Four examples are provided below:

1. Learning Centers can be open during daily free choice “center” time. They can be open in addition to, or instead of, one or more of the other independent activities that children typically have an option of engaging with during this time period.
2. Some children can work independently at one or more Learning Center while the teachers conduct a different activity (for example, a teacher-led math activity) with other children. Then, they can switch.
3. Learning Centers can be open first thing in the morning when children arrive in the classroom. This is often a time when teachers have materials such as puzzles and fine motor toys available. The learning activities can be provided as an additional option for children.
4. If a classroom has a full day schedule inclusive of naptime, Learning Centers can be open for children to work at quietly as they awaken from naps but while other children are still resting.

Question 4: How do I make sure the children behave appropriately when they are on their own at the activity centers?

Just like the skills needed to complete the activities themselves, learning to self-regulate and manage their own behaviors while working at the activity centers is a skill that children may need to be explicitly taught. Some learning comes out of following classroom rules. Teachers’ overall classroom rules likely will apply to the centers, but the activity centers also may benefit from having some specific rules related to sharing, taking turns, and cleaning up. The primary rules for working at the Learning Centers should encompass only what is necessary to make all the activities run smoothly and without disrupting other children’s activities in the classroom. We provide an example below of a simple rules chart that covers the main expectations a teacher might have for children’s behavior.

Teacher Resource Guide

Independent Center Rules



Quiet voices



Helpful hands and words



Walking feet

Below are some examples of additional rules teachers will want to consider having for their Activity Center. Discussing these with the children early in the year and monitoring their use regularly with help insure that the activity time is productive.

Rules of Learning Center Engagement

- Decide who goes first. Children will benefit from a standing rule about who gets to go first, such as the child who is shortest, tallest, wearing a particular color, etc. This should be a rule that the children can implement on their own, without teacher assistance.
- Wait your turn. Children will need to learn how not to interrupt or take over from a peer when working on an activity.
- Share the materials. Part of working as a group means sharing the materials and not moving them out of reach or “hogging” them so the other children cannot take their turns.
- Reset the activity for the next group. Some activities can be treated like jigsaw puzzles. Once completed, children should be instructed to “reset” the activity back to its original format so that the next group of children can come along and take their turn. Other activities, however, may require that the teacher quickly reviews what the children did and then resets the materials herself. See Question 6 below for more on this type of activity.

One special rule that will help children take best advantage of the learning opportunities is to ask them to see each activity through to its completion. That is, it is important to encourage children to stay at the Activity Center until they have completed at least one full activity. This may be a different mindset

Teacher Resource Guide

Chapter 3. Successful Implementation of the Activity Centers

Continued

compared to how a teacher may treat other choice centers in the classroom, such as blocks or art, for which children may be allowed to come and go at will, even if they have not completed what they started. As a result, it may require some intentional, thoughtful support by teachers, and a gradual implementation of this rule at the beginning of the school year to make it work well in a classroom.

Each Learning Center Activity is designed to be completed in less than 10 minutes, so no child would ever be asked to stay and maintain engagement in an activity longer than would be developmentally appropriate. Learning to stay focused on an activity until it is finished is also a way to build persistence and patience, skills aligned with the Approaches to Learning Domain in the Florida Education and Developmental Standards.

Teachers should provide children with guided practice of how to behave at the Activity Center when it first opens (or at the very beginning of the school year). With teacher guidance, children can practice coming to the center, getting the activity materials out of their container, and initiating the turn-taking and collaborative work. They then can practice completing the activity and resetting it. Throughout the school year, children would likely benefit from reminders about how to appropriately engage with the centers.

Question 5: What should I tell the children to do if they don't understand how to complete an activity?

Despite teachers' good planning and pre-teaching of the activities, there may be some times when one or more children working at a Learning Center will become confused about how to complete the activity. When this happens, it is important to teach the children some strategies ahead of time, so that they will know what to do when this happens, and so that the children will not become discouraged if they have difficulty with some activities.

In some classroom settings, the Learning Center Activities may be open for children while the lead and assistant teachers are primarily focused on working directly with other children (such as during planned small group instructional times). In this context, having a child leave the Learning Center and ask the teachers for assistance may be disruptive of these ongoing instructional interactions. In this context in particular, it is especially important for children to learn some autonomy in attempting to solve a problem without immediate teacher assistance. Even if the teachers are more available when the children are working at the Learning Centers, this is a great opportunity to support this developing independence. Of course, there may be times when teacher assistance is necessary.

To help children learn to evaluate whether they can solve the problem on their own or whether they truly need teacher assistance, we have developed the following brief rhyme that can teach children the sequence of steps to use when seeking help when working at the Learning Centers.

Teacher Resource Guide

??? Question Rhyme ???



Ask each other,



Then find another.



If you still don't know what to do,



A teacher will help and guide you!

As can be seen in the rhyme, the goal is to encourage the children to support one another. They first should seek assistance from their partner or group members working together at the center. As we highlight in the accompanying video, children can really benefit from both receiving and providing this peer assistance. The second step therefore is to ask another child in the classroom who is available for their assistance if the group cannot solve the problem themselves. The final step is to approach the teacher for their assistance.

Question 6: How do I teach the children what to do when they complete the activities?

Some of the VPK Learning Center Activities have products children create (either temporary, like sorting into containers) or permanent (like gluing). Teachers will want to teach children where to put these products after they complete an activity so that the teacher can review them and provide feedback. For example, a teacher can set up a special box, mailbox, or tray into which children can place their products for teacher review.

Teacher Resource Guide

Chapter 4. Understanding How to Use the Activity Plans

This section of the Teacher Resource Guide will help you understand how to interpret the Activity Plans. The VPK Learning Center Activities are designed to support classroom instruction. They are written to provide children with the opportunity to practice, demonstrate, and extend their knowledge of previously taught skills.

Activity Plans are compiled in three separate books, with each book focusing on a different emergent literacy skill. Book one contains a collection of Alphabet Knowledge activities, book two focuses on Phonological Awareness activities, and book three houses the Oral Language and Vocabulary activities. Each Activity Plan includes an explanation of the activity in addition to an objective and purpose for each activity, materials, steps to complete the activity, and ways to extend or adapt the activity.

It is important to note that these activities were designed for teachers to use as a resource guide, or example when implementing Learning Centers. They are not intended to be a curriculum and although they are organized sequentially, teacher monitoring and/or assessment results should guide the teacher's decision as to the choice of the activity and the time line for implementation. Each activity was designed to enhance skill development in the three emergent literacy areas. The activities are intended to be explicitly taught to the whole class or in small group teacher-led centers, before they are placed at an independent Learning Center.

Frogs on Logs is a sample activity that will be used as a reference throughout this section.

Overview:

Phonological Awareness

PA21 Onset and Rime
Frogs on Logs Benchmarks: A.2a, F.2f

Objective
The child will manipulate onsets and rimes in words.

Materials


- Onset and Rime Frog Picture Cards (Activity Master)
- Copy on cardstock, cut apart, and laminate.
- Log template for header rimes

Activity
After teacher introduction, children will match onsets and rimes by playing a game.

1. Place onset and rime frog picture cards face down on the floor.
2. Place rime logs face up spread apart on the floor.
3. Working in pairs, child one selects the top frog picture card, says the word and segments it into onset and rime (e.g., bug /b/ /ig/).
4. If child two agrees, child one will hop the frog over to the matching Rime Log (e.g., -ig)
5. Reverse roles and continue until all picture cards are used.
6. Peer evaluation.

Adaptations and Extensions

- Use fewer header logs to begin. Teacher will set up appropriate ones for the day.
- Make more frogs and logs with additional onsets and rimes.



2014 Office of Early Learning VPK Learning Center Activities: Phonological Awareness
PA21: Frogs on Logs

Teacher Resource Guide

Chapter 4. Understanding How to Use the Activity Plans

Continued

Emergent literacy component

Phonological Awareness

PA21

Frogs on Logs

Onset and Rime

Benchmarks: A.2a, F.2f

The emergent literacy component is placed at the top of the Activity Plan to denote: Alphabet Knowledge, Phonological Awareness, or Oral Language & Vocabulary. Note that Phonological Awareness is used as an umbrella term that incorporates phonemic awareness skills and therefore provides a wider range of activities that include rhyme, compound words, syllables and onset-rime.

Each component is color coded. The Alphabet Knowledge activities are highlighted in orange, Phonological Awareness activities in purple, and Oral Language and Vocabulary in blue (see example activities below).

Alphabet Knowledge

AK1

Letter Arc

Letter Names

Benchmarks: F.3b

Phonological Awareness

PA21

Frogs on Logs

Onset and Rime

Benchmarks: A.2a, F.2f

Language and Vocabulary

LV11

Where is the Bean Bag?

Benchmarks: C.1b

Teacher Resource Guide

Chapter 4. Understanding How to Use the Activity Plans

Continued

Phonological Awareness

PA21

Frogs on Logs

Onset and Rime

Benchmarks: A.2a, F.2f

Activity Name

The name of the activity (e.g., Frogs on Logs) appears under the activity number. Above from the Activity Name is the Activity Number (e.g., PA21). The letter(s) on the Activity Number correspond with the component: AK – Alphabet Knowledge, PA - Phonological Awareness, and LV – Oral Language and Vocabulary. Within each component, the numbers are listed in ascending order. The Activity Plans are sequenced by order of difficulty.

Phonological Awareness

PA21

Frogs on Logs

Onset and Rime

Benchmarks: A.2a, F.2f

Subcomponent

The subcomponent is listed to the right of the activity number.

Objective



Objective

The child will manipulate onsets and rimes in words.

The objective states the goal of the activity. The objectives correlate with the subcomponents and are aligned with specific skills.

Materials



Materials

- Onset and Rime Frog Picture Cards (Activity Master)
Copy on cardstock, cut apart, and laminate.
- Log template for header rimes
Copy on cardstock, cut apart, and laminate.

When appropriate, correlating Activity Masters and Child Sheets follow the Activity Plan, in full color copy and blackline master form. The Activity Masters are nonconsumable and are to be used repeatedly as groups move through the center. The Child Sheets are consumable and should be duplicated for EACH child.

Activity Masters may be adapted or substituted by materials from the general curriculum, supplemen-

Teacher Resource Guide

Chapter 4. Understanding How to Use the Activity Plans

Continued

tal curriculum, or teachers' own resources. For example, instead of using the provided letter-sound cards, the teacher may choose to use letter-sound cards from the general curriculum.

Activity statement



Activity

After teacher introduction, children will match onsets and rimes by playing a game.

1. Place onset and rime frog picture cards face down on the floor.
2. Place rime logs face up spread apart on the floor.
3. Working in pairs, child one selects the top frog picture card, says the word and segments it into onset and rime (e.g., bug /b/ /ug/).
4. If child two agrees, child one will hop the frog over to the matching Rime Log. (e.g., rug)
5. Reverse roles and continue until all picture cards are used.
6. Peer evaluation.

Directly under the Activity Heading is the Activity Statement. An example of an Activity Statement is "Children use a spinner, blend sounds, and make words." The statement offers a one sentence explanation of the purpose of the activity and what the children will do to complete the activity.



Activity

After teacher introduction, children will match onsets and rimes by playing a game.

1. Place onset and rime frog picture cards face down on the floor.
2. Place rime logs face up spread apart on the floor.
3. Working in pairs, child one selects the top frog picture card, says the word and segments it into onset and rime (e.g., bug /b/ /ug/).
4. If child two agrees, child one will hop the frog over to the matching Rime Log. (e.g., rug)
5. Reverse roles and continue until all picture cards are used.
6. Peer evaluation.

Activity steps

The first step refers to the center set-up which may be completed by the teacher or another adult. The second step starts the series of actions which the children go through to complete the Activity. Additionally, step two begins with one of the following: The child, Children, Working in pairs, or Taking turns depending on the number of children needed to complete the Activity. The remaining steps are written from the child's perspective. The last step pertains to accountability and lists one of three evaluation methods: Self-check, Peer evaluation, or Teacher evaluation.

Display box



Under the Activity Steps is a display box containing graphics that depict the activity and key materials.

Teacher Resource Guide

Chapter 4. Understanding How to Use the Activity Plans

Continued

Adaptations and Extensions



Adaptations and Extensions

- Use fewer header logs to begin. Teacher will set up appropriate ones for the day.
- Make more frogs and logs with additional onsets and rimes.

Adaptations and Extensions are suggested activities that will extend or provide an adaptation to further develop the target skill. These are written from the child's point of view unless otherwise noted. Some require an Activity Master, which is referenced in the Materials section.

Prepare Materials

- For initial preparation, copy Activity Masters, Picture Cards and Alphabet Cards on card stock and laminate to increase durability.
- Some activities will require un laminated versions of the cards.
- Follow instructions for materials on each Activity Plan.
- Children's school pictures may be copied and used for various activities.
- Some activities require print materials such as newspapers, magazines, grocery fliers, etc.

Many activities can also be altered from a teacher evaluated activity to a self-check activity by simply adding a either color coding system or numbers to the back of the cards.

Activities PA1 – PA6: On each Rhyme Picture Card, the teacher could draw or color a small circle on the back of each card. Each rhyming set would have the same color circle (e.g., cat and hat could have blue circles, can and fan could have red circles, etc.). The children will know they have picked the words that rhyme because the colors match.

Activities PA7 – PA11: On each Syllable Picture Card, the teacher could write the number of syllables on the back of each card. The children could check their answers by looking on the back of the card.

Organize Materials

Materials should be clearly labeled and well organized. Teachers should dedicate a storage bin (plastic bins purchased from the store or recycled boxes) for each of the three literacy components. Within these bins, teachers can store associated Activity Plans, cards and other materials needed for the given activities. Activity Plans and Child Sheets can be stored in folders, and Alphabet and Picture Cards can be stored in plastic bags within the bins. It is recommended to color code the items based on the Literacy Component (Alphabet Knowledge in orange, Phonological Awareness in purple, and Oral Language and Vocabulary in blue). Being well organized will help keep center preparation time to a minimum, ensure durability and increase the lifespan of the materials.

Teacher Resource Guide

Chapter 4. Understanding How to Use the Activity Plans

Continued

Master Materials List

Baskets	Erasers	Tape	Classroom Objects
Counters	Paper	Brads	Magnets
Matchbox Cars	Sensory Materials	Glue	Pocket Chart
Puppets	Book Rings	Plastic Eggs	Writing Utensils
Bean Bags	Egg Cartons	Timer	Construction Paper
Cups	Paper Bags	Child Picture Cards	Magnifying Glass
Paint & Paintbrushes	Stickers	Letter Stamps & Stamp Pad	Print Resources
Scissors	Box (small)	Pad	Yarn
Bingo Ink Blotters	Envelopes	Plastic Letters	
Dry Erase Markers &	Paper Clips	Whiteboards	

Alphabet Knowledge Materials List

	Activity Master	Baskets	Box	Brads	Child Name Cards	Construction Paper	Counters	Cups	Dry Erase Markers & Erasers	Envelopes	Glue	Letter Stamps & Stamp Pad	Paint & Paintbrushes	Paper	Paper Bags	Plastic Letters	Print Resources	Scissors	Sensory Materials	Stickers	Timer	Whiteboards	Writing Utensils
AK1	█																						
AK2	█																						
AK3	█																						
AK4	█																						
AK5	█								█														
AK6	█	█						█															█
AK7	█																					█	
AK8	█			█				█															
AK9	█																						
AK10	█													█									
AK11					█						█	█				█	█						
AK12								█										█					█
AK13	█																						█
AK14	█																						█
AK15	█	█																					█
AK16	█		█						█					█	█							█	█

Teacher Resource Guide

Chapter 4. Understanding How to Use the Activity Plans

Continued

Phonological Awareness Material List

	Activity Master	Baskets	Bean Bags	Counters	Egg Carton	Glue	Plastic Eggs	Plastic Letters	Pocket Chart	Puppets	Scissors	Writing Utensils
PA1												
PA1												
PA3												
PA4												
PA5												
PA6												
PA7												
PA8												
PA9												
PA10												
PA11												
PA12												
PA13												
PA14												
PA15												
PA16												
PA17												
PA18												
PA19												
PA20												
PA21												
PA22												
PA23												
PA24												

Language and Vocabulary Material List

	Activity Master	Bean Bags	Baskets	Bingo Ink Blotter's	Book Rings	Brads	Classroom Objects	Magnets	Matchbox Cars	Paper	Paper Clips	Paper Bags	Pocket Chart	Tape	Writing Utensils	Yarn
LV1																
LV2																
LV3																
LV4																
LV5																
LV6																
LV7																
LV8																
LV9																
LV10																
LV11																
LV12																
LV13																
LV14																
LV15																
LV16																
LV17																
LV18																
LV19																
LV20																

Teacher Resource Guide

Chapter 5. Crosswalk

The following Crosswalk aligns the individual VPK Learning Center Activities with the Language, Communication, and Emergent Literacy Section of VPK Standards Benchmarks. Many of these activities are adaptations of the previously created K-1 activities which were aligned to the DIBELS Measure, Kindergarten Grade Level Expectations and 1st Grade Level Expectations.

Alphabet Knowledge Crosswalk

Activity Number	Activity Name	Subcomponent	VPK Standards Benchmark: Section IV Language, Communication and Emergent Literacy
AK 1	Letter Arc	Letter Name	F.3b
AK2	Letter Border	Letter Name	F.3a, F.3b
AK3	Letter Tap	Letter Name	F.3b
AK4	Letter Sort	Letter Name	A.2a, F.3a, F.3b
AK5	Letter Critter	Letter Name	A.2a, F.3a, F.3b, G.2a, G.3a
AK6	Letter Tree	Letter Name	A.2a, F.3b, G.3a
AK7	Sound Flash	Letter Sound	F.3b, F.3c F.3d
AK8	Sound Wheels	Letter Sound	F.3b, F.3d
AK9	Sound Match	Letter Sound	A.2a, F.3b, F.3c, F.3d
AK10	Sound Bags	Letter Sound	A.2a, F.3b, F.3c, F.3d
AK11	Sound Placemats	Letter Sound	F.3d, G.2b
AK12	Writing My Name	Emergent Writing	G.2a, G.2b
AK13	Writing My Grocery List	Emergent Writing	A.2a, G.1b, G.2a
AK14	Writing the Weather	Emergent Writing	A.2a, G.1b, G.2a
AK15	Writing My Thoughts	Emergent Writing	A.2a, G.1a, G.1b, G.2a
AK16	Writing a Letter	Emergent Writing	A.2a, G.1a, G.1b, G.2b, G.3a, G.4a

Teacher Resource Guide

Chapter 5. Crosswalk

Continued

The following Crosswalk aligns the individual VPK Learning Center Activities with the Language, Communication, and Emergent Literacy Section of VPK Standards Benchmarks. Many of these activities are adaptations of the previously created K-1 activities which were aligned to the DIEBLS Measure, Kindergarten Grade Level Expectations and 1st Grade Level Expectations.

Phonological Awareness Crosswalk

Activity Number	Activity Name	Subcomponent	VPK Standards Benchmark: Section IV Language, Communication and Emergent Literacy
PA1	Rhyme Book	Rhyme	A.1a, A.2a, F.2f
PA2	Rhyme Time	Rhyme	A.2a, F.2f
PA3	Rhyme Boards	Rhyme	F.2f
PA4	Rhyme Pocket Pairs	Rhyme	A.2a, F.2f
PA5	Rhyme Pocket Columns	Rhyme	A.2a, F.2f
PA6	Rhyme Memory Match	Rhyme	A.2a, F.2f
PA7	Syllable Clapping Hands	Syllables	A.2a, F.2d, F.2e
PA8	Syllable Hopscotch	Syllables	F.2e, A.2a
PA9	Syllable Graph	Syllables	A.2a, F.2d, F.2e
PA10	Syllable Puppetier	Syllables	F.2d
PA11	Syllable Animal Feed	Syllables	F.2d
PA12	Syllable Word Game	Syllables	F.2d
PA13	Compound Word Flip Book	Compound Words	A.2a, F.2b
PA14	Compound Word Piece it Together	Compound Words	A.2a, F.2b
PA15	Compound Word Search	Compound Words	F.2b
PA16	Compound Word Egg Hunt	Compound Words	A.2a, F.2b
PA17	Compound Word Game	Compound Words	A.2a, F.2c
PA18	Compound Word Take Away Game	Compound Words	A.2a, F.2c
PA19	Onset and Rime Picture Puzzles	Onset and Rime	A.2a, F.3b, F.3d, F.2f
PA20	Sound Detective	Onset and Rime	A.2a, F.2f
PA21	Frogs on Logs	Onset and Rime	A.2a, F.2f
PA22	Flower Power	Onset and Rime	A.2a, F.2f
PA23	Rime House	Onset and Rime	A.2a, F.2f
PA24	Onset and Rime BINGO	Onset and Rime	A.2a, F.2f

Teacher Resource Guide

Chapter 5. Crosswalk

Continued

The following Crosswalk aligns the individual VPK Learning Center Activities with the Language, Communication, and Emergent Literacy Section of VPK Standards Benchmarks. Many of these activities are adaptations of the previously created K-1 activities which were aligned to the DIEBLS Measure, Kindergarten Grade Level Expectations and 1st Grade Level Expectations.

Language and Vocabulary Crosswalk

Activity Number	Activity Name	Subcomponent	VPK Standards Benchmark: Section IV Language, Communication and Emergent Literacy
LV1	Describe It	Words that Describe	C.1a, C.2b
LV2	Choose and Chat	Words that Describe	C.1a
LV3	About Me	Words that Describe	C.1a, D.1a
LV4	Guess Who?	Words that Describe	C.1a, C.1c
LV5	Career Sort	Word Knowledge	C.1a, C.1c, C.2b
LV6	Synonyms: Another Word	Word Meaning Relationships	C.1a, C.1b
LV7	Antonyms: Another Word	Word Meaning Relationships	C.1a, C.1b
LV8	Overhead Antonyms	Word Meaning Relationships	C.1a, C.1b
LV9	Describe and Drive	Word Meaning Relationships	C.1a, C.2c
LV10	What is it for?	Word Meaning Relationships	C.1a, C.2c
LV11	Where is the Bean Bag?	Functional Language	C.1b
LV12	I Spy!	Functional Language	C.1b
LV13	Category Blast Off	Word Categorization	C.1a, C.2b
LV14	Transportation Key Sort	Word Categorization	C.1b, C.2b
LV15	Cube Word Sort	Word Categorization	C.2b
LV16	Snake Stories	Sentence Structure	D.1a
LV17	Climb the Ladder	Sentence Structure	D.1a, D.1b
LV18	Fishing for Plurals	Sentence Structure	D.1a, D.1b
LV19	Clap and Stomp Together	Sentence Structure	D.1a, F.2a
LV20	Sequence Trains	Complex Sentences	D.2b, D.2c

Teacher Resource Guide

Chapter 5. Crosswalk

Continued

The VPK Learning Activities also align with other sections of the VPK Standards Benchmarks. The following Crosswalks show the additional areas that the individual activities support.

Activity Number	Activity Name	Approaches To Learning Standards	Social and Emotional Development	Physical Development	Cognitive Knowledge and General Knowledge	Extension Activities
AK 1	Letter Arc	B.1				
AK2	Letter Border	B.1				Social- A.b2 Approaches- C.1
AK3	Letter Tap	B.1				
AK4	Letter Sort	A.1, B.1, C.1, D.1	A.b2		D.a2	Language- G.3a
AK5	Letter Critter	A.1, B.1				
AK6	Letter Tree	B.1				
AK7	Sound Flash	A.1, B.1, D.1				
AK8	Sound Wheel	A.1, B.1, D.1		D.2	A.a1a, A.a3b, A.a3c	
AK9	Sound Match	B.1				
AK10	Sound Bags	A.1, B.1, C.1	A.b2	D.1		
AK11	Sound Placemats	A.1, B.1, C.1, D.1	A.b2		D.a2	
AK12	Writing My Name	A.1, B.1, C.1, D.1			D.a2	
AK13	Writing My Grocery List	A.1, D.1				Language- G.1b
AK14	Writing the Weather	A.1, B.1, C.1, D.1	A.b2		B.d1	
AK15	Writing My Thoughts	A.1, B.1, C.1, D.1	A.b2		D.a2	Language- G.1a
AK16	Writing a Letter	A.1, B.1, C.1, D.1				Arts- D.a2
PA1	Rhyme Book	A.1, B.1	A.b2			Arts- D.a2
PA2	Rhyme Time	B.1				Arts- D.a2
PA3	Rhyme Boards	B.1	A.b2			
PA4	Rhyme Pocket Pairs	A.1, B.1				

Teacher Resource Guide

Chapter 5. Crosswalk

Continued

Activity Number	Activity Name	Approaches To Learning Standards	Social and Emotional Development	Physical Development	Cognitive Knowledge and General Knowledge	Extension Activities
PA5	Rhyme Pocket Columns	A.1, B.1				
PA6	Rhyme Memory Match	B.1				
PA7	Syllable Clapping Hands	A.1, B.1		D.1	A.a1a	Language-F.2e
PA8	Syllable Hopscotch	A.1, B.1		C.2	A.a1a	
PA9	Syllable Graph	A.1, B.1, C.1	A.b2	D.1	A.a1a	
PA10	Syllable Puppetier	A.1, B.1, C.1	A.b2	D.1	A.a1a	
PA11	Syllable Animal Feed	A.1, B.1			A.a1a	
PA12	Syllable Word Game	A.1, B.1	A.b2		A.a1a	
PA13	CW Flip Book	A.1, B.1	A.b2			
PA14	CW Piece it Together	B.1		D.1		Approaches-C.1, D.1 Language-F.2c
PA15	CW Search	A.1, B.1				
PA16	CW Egg Hunt	B.1				Language-F.2c
PA17	CW Game	B.1				
PA18	CW Take Away Game	B.1				Language-F.2b
PA19	Onset and Rime Picture Puzzles	B.1				
PA20	Sound Detective	A.1, B.1, C.1				
PA21	Frogs on Logs	A.1, B.1				
PA22	Flower Power	A.1, B.1	A.b2			
PA23	Rime House	A.1, B.1, C.1, D.1				Arts- D.a2

Teacher Resource Guide

Chapter 5. Crosswalk

Continued

Activity Number	Activity Name	Approaches To Learning Standards	Social and Emotional Development	Physical Development	Cognitive Knowledge and General Knowledge	Extension Activities
PA24	Onset and Rime BINGO	A.1, B.1	A.b2			Arts- D.a2
LV1	Describe It	B.1, C.1				Arts- D.d2
LV2	Choose and Chat	B.1, D.1	A.b2			
LV3	About Me	B.1, D.1				Arts- D.a2
LV4	Guess Who?	B.1				
LV5	Career Sort	B.1			C.a3	Arts- D.a2
LV6	Synonyms: Another Word	B.1				Language- D.1a
LV7	Antonyms: Another Word	B.1				
LV8	Overhead Antonyms	B.1				Language- D.1a
LV9	Describe and Drive	B.1, C.1, D.1				Arts- D.a2
LV10	What is it for?	B.1, C.1				
LV11	Where is the Bean Bag?	B.1	A.b2		A.e1a	Math- A.e4
LV12	I Spy!	B.1, D.1				
LV13	Category Blast Off	B.1				
LV14	Transportation Key Sort	B.1				Arts- D.a2
LV15	Cube Word Sort	B.1				Arts- D.a2
LV16	Snake Stories	B.1, C.1				Language- D.2c
LV17	Climb the Ladder	B.1, D.1				
LV18	Fishing for Plurals	B.1, D.1				Arts- D.a2

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Chapter 5. Crosswalk

Continued

Activity Number	Activity Name	Approaches To Learning Standards	Social and Emotional Development	Physical Development	Cognitive Knowledge and General Knowledge	Extension Activities
LV19	Clap and Stomp Together	B.1, C.1, D.1				Arts- D.b2
LV20	Sequence Trains	B.1, D.1				

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Chapter 6: Glossary

Accuracy (part of fluency) – Reading words in text with no errors.

Adjective – A word used to describe a noun (e.g., In the sentence, “A red ball,” red is the adjective and ball is the noun.).

Adverbial Phrases – Phrases that do the work of an adverb in a sentence.

Antonym – A word opposite in meaning to another word.

Arithmetic Reasoning Skills – The child’s ability to complete basic addition and subtraction.

Blending – When you put together parts of a word. Blending can be putting together a sound with the rest of the word (e.g., /p/_ig = pig), or putting together compound words, (e.g., “What word do these make: air [pause] plane?” The correct response would be airplane.).

Cause and Effect – Noting a relationship between actions or events, such that one or more are the result of the other or others.

Compound Word – When two smaller words are joined to make a larger word.

Comprehension – Understanding what one is reading, the ultimate goal of all reading activity

Comprehension Questions – Questions that address the meaning of text, ranging from literal to inferential to analytical.

Consonant Blend – Two or more consecutive consonants, which retain their individual sounds (e.g., bl in block; str in string).

Counting Skills – Knowledge of the counting sequence and ability to obtain a quantity.

Deletion – Being able to say or identify the remaining part when you take away part of a word. Deletion can be taking away a sound from the word (e.g., peel without /p/ = eel), or by taking away a word from a compound word (e.g., “My word is football. Say football. Now say football without ball.” The correct response would be foot.).

Emergent Literacy – The skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing.

Emergent Writing – Writing-related experiences and actions that occur before a child reaches the conventional literacy stage in middle childhood (e.g., a child draws pictures or symbols to represent words).

Expressive Language – The ability to communicate with words; refers to what a child says, not how it is said.

Final Sound – The last sound produced in a word.

Teacher Resource Guide

Chapter 6: Glossary

Continued

Five Components of Reading – Phonemic awareness, Phonics, Fluency, Vocabulary, Comprehension.

Grapheme – A letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., e, ei, igh, eigh).

Initial Sounds – The first sound produced in a word.

Irregular Words – Words that contain letters who stray from the most common sound pronunciation; words that do not follow common phonic patterns (e.g., were, was, laugh, been).

Medial Sound – A sound found in the middle of a word.

Noun – A person, place, thing, or idea.

Numerical Relations Skills – The knowledge of both numbers and quantity, and the association between the numbers on the number line.

Onset – First sound(s) before the rime (vowel sound to the end of the word) (e.g., In the word dog, the onset is /d/ and the rime is “og”).

Personal Pronouns – Each of the pronouns in English (I, you, he, she, it, we, they, me, him, her, us, and them) comprising a set that shows contrasts of person, gender, number, and case.

Phoneme – The smallest unit of speech distinguished by the speakers of a particular language.

Phonics – The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

Phonological Awareness – The awareness that language is composed of sounds and the understanding of the relationships among these sounds.

Possessive Pronouns – A pronoun indicating possession, for example mine, yours, hers, theirs.

Preposition – A word used to describe the position of an object (e.g., In the sentence, “The dog is on the sofa,” on is the preposition). Some of the most commonly used prepositions are of, to, in, for, with and on.

Receptive Language – The understanding of language that is heard (e.g., a child gets in line after the teacher says, “It’s time to line up.”).

Regular Words – Any word in which each letter represents its respective, most common sound (e.g., sat, fantastic).

Rhyme – A match between the sounds of two or more words or word endings (e.g., spoon, moon).

Rime – The vowel and any sounds that come after the vowel in a one-syllable word (e.g., the rime of cat is /at/; the rime of cheese is /ez/).

Teacher Resource Guide

Chapter 6: Glossary

Continued

Segment – To separate the individual phonemes, or sounds, of a word into discrete units.

Speed – The rate at which a child reads.

Stimulus Word – The original word that you start with in an item (e.g., If the teacher says to the child: “Say, tepee without pea.” Tepee is the stimulus word).

Syllable – A part of a word (sometimes bigger than just a letter sound) that can be separated from the rest, and can be pronounced in one beat. Beats for a syllable can be measured by the clapping of your hands, or the tapping of your leg (e.g., party = par_ty).

Synonym – Words that have similar meanings.

Verb – A word that indicates action (e.g., skip, hop, write, draw).

Verb Tense – Indicates whether an action occurs in the past, present, or future (e.g., In the sentence, “Jan ran yesterday,” the verb ran is in the past tense.).

Vocabulary – Refers to all of the words of our language. One must know words to communicate effectively. Vocabulary is important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication.