Little Saints
Language Development

1. Develop memorization skills
   A. Memorize and recite independently a simple nursery rhyme, poem, or song

2. Listen to nursery rhymes, poems, fingerplays and songs and respond with appropriate gestures
   A. Interpret and act out through pantomime a nursery rhyme, poem or fingerplay, using one’s own gestures and movements (as compared to those which have been previously demonstrated and taught)

3. Develop a sense of rhyme
   A. Using familiar rhymes, poems or songs, finish a recitation that has been begun with the correct rhyming word
   B. Using familiar rhymes, poems or songs, indicate several possible rhyming word choices, other than those contained in the actual rhyme, to finish the recitation (nonsense words and meanings are acceptable)

Note: The rhymes noted below represent a core selection for young children.

**A Hunting We Will Go**  Bat, Bat
Bobby Shafto  Diddle, Diddle Dumpling, My Son John
Doctor Fostor  Here We Go Round the Mulberry Bush
Hickety, Pickety, My Black Hen  Lucy Locket
Once I Saw a Little Bird  One for the Money
One Misty, Moisty Morning  Pat-a-Cake
Pease Porridge Hot  Peter, Peter Pumpkin Eater
Polly Put the Kettle On  Pussy Cat, Pussy Cat
Rain, Rain Go Away  Ride a Cock Horse
Ring Around the Rosey  Rock-a-bye, Baby
The Old Woman Must Stand at the Tub, Tub, Tub  There was a Crooked Man
This is the Way the Ladies Ride  This Little Piggy Went to Market
To Market, To Market  Tom, Tom the Piper’s Son
Two Little Blackbirds  Wee Willie Winkie

In addition to the Mother Goose rhymes listed above, young children should have many other opportunities to listen to poetry, old and new. The selected poems particularly lend themselves to pantomime and/or rhyming activities:

An Old Person From Ware (Edward Lear)  At the Seaside (Robert Lois Stevenson)
Higglety, Pigglety, Pop! (Samuel Goodrich)  Jack-o-Lantern (Aileen Fisher)
January (Maurice Sendak)  Jump or Jiggle (Evelyn Beyer)
Raindrops (Aileen Fischer)  Singing Time (Rose Fyleman)
The Pancake (Christine Rossetti)  The Worm (Ralph Bergengren)
There Was a Fat Pig (Arnold Lobel)

The following titles represent a core of traditional songs and fingerplays for young children:

A Tisket, A Tasket  Are You Sleeping?
Bingo  Blue-Tail Fly (Jimmie Crack Corn)
Do Your Ears Hang Low?  Did You Ever See a Lassie?
Eensy, Weensy Spider  Five Little Ducks That I Once Knew
Five Little Monkeys Jumping on the Bed  Happy Birthday to You
Head and Shoulders, Knees and Toes  Here is the Beehive
Hush Little Baby  I Know an Old Lady
If You’re Happy and You Know It  I’m a Little Teapot
John Jacob Jingleheimer Schmidt  Kookaburra
Lazy Mary  Looby Loo
Oats, Peas, Beans and Barley Grow  Oh, Dear What Can the Matter Be?
Oh, Do You Know the Muffin Man?  Oh, Where, Oh Where, Has My Little Dog Gone?
Old MacDonald  One Potato, Two Potato
Open, Shut Them  Pop Goes the Weasel
Row, Row, Row Your Boat  Teddy Bear, Teddy Bear, Turn Around
Teddy Bear Picnic  Twinkle, Twinkle Little Star
The Wheels on the Bus  Where is Thumbkin?
Who Stole the Cookie from the Cookie Jar?  Yankee Doodle
Your Are My Sunshine

Other:
Pledge of Allegiance
Storybook Reading & Storytelling

1. **Listen to stories read aloud**
   A. Attend and listen to picture books with storylines (30 minutes), as well as books of other genres, such as informational books (15 minutes)
   B. Attend and listen to books with minimal or no illustrations during a 15 minute reading

2. **Develop a notion of “story schema”**
   A. Retell a story that has been read aloud: include character(s), setting (time, place), the plot (central idea) of the story, the sequential events and an ending
   B. Sequence 5 illustrations of events from a story
   C. Predict events in a story, i.e., what will happen next?
   D. Provide a story ending consistent with other given story events
   E. “Read”/tell a story based on the illustrations of a book with text that has not been read aloud previously
   F. Make up and tell a story.

3. **Demonstrate an awareness of book and print (written language) organization**
   A. Point to:
      - The title of a book
      - The top, bottom or middle of a page
      - The beginning of the book (first page)
      - Where to start reading a book (first word on the first page)
      - The order that words are read on a page (left to right, line to line)
      - The end of the book (last page)
      - A word
      - A letter
   B. Using cover and illustration cues, locate those books in a collection of books that pertain to a general topic or might answer a question
   C. Point to words that begin with the same letter as own name
Little Saints  
Emerging Literacy Skills in Reading & Writing

1. **Develop an awareness of written matter/print in everyday surroundings and its many uses**
   A. Dictate a simple letter, invitation or thank you note
   B. Use a simplified schedule of daily activities, depicted in words and pictures
      • Example of a simple schedule: photos of children engaged in daily activities (opening exercises, center time, snack time, etc.) arranged and listed in order on a bulletin board
   C. Use a simplified telephone listing, depicted in words and pictures
   D. Depict and represent “in writing”: people, objects, events or activities, derived from his or her own experience or imagination
      • A variety of methods may be used for “written expression,” including the child’s own drawings, other pictures, photos, rebuses, timelines, charts, invented spelling, etc.
   E. Dictate a description to accompany one’s own drawings of people, objects, events or activities, based on his or her own experience or imagination
   F. Follow a recipe depicted in words and pictures
   G. Assemble a simple object or craft following illustrated directions
   H. Depict “in writing”: recipe or craft directions, scientific explanations of observed events or experiments
      • Examples of “scientific explanations” include observation and recording of animal or plant development, properties of air or light.

2. **Develop an awareness of the structure of print**
   A. Sing the “Alphabet Song”
   B. Read the first names of other family members or classmates
   C. Develop an understanding of the relationship between spoken and written language by associating written word units on word labels and signs with spoken words
      • The goal in preschool is not to read or memorize flash cards of individual words, but to convey the understanding that a spoken word can be represented in writing. This association may be facilitated by attaching word labels to everyday objects in the classroom, and by helping children learn to recognize signs in the everyday environment
   D. Isolate and point to individual words as distinct units on a page of print
      • The goal is for the child to recognize how words are organized on a page, taking into account spacing within and between words
   E. Make attempts at using invented (phonetic) spelling to communicate in writing.

3. **Develop phonemic awareness**
   A. Segment a spoken sentence into separate, distinct words
   B. Indicate the number of phonemes (1-3) heard in a real or nonsense word by representing each phoneme heard with a token or object
   C. Blend spoken parts of a compound word and say a whole word; such as, “bill” – “board” – “billboard”
   D. Blend two spoken syllables and say whole word; such as, “pic” – “nic” = “picnic”
   E. Given a sound and a choice of two spoken words/pictures, identify the word that begins with the given sound
      • Example: Which starts with “ssss” – soap or cup?
   F. Given a spoken word/picture, give the beginning sound
      • Child is to produce sound, not letter sound
   G. Develop an understanding of the relationship between written letters and spoken sounds, identifying by name all letters in his or her first name and also identifying the sound made by at least three letters in his or her first name.

4. **Develop the fine motor skills and strokes used in writing**
   A. Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger
   B. Trace and ten draw independently the outlines of geometric shapes (circle, triangle, rectangle) and irregular figures
   C. Draw on paper and use a motifs in designs: horizontal line, vertical line, point, diagonal line, zigzag line, circle, spiral, noon, cross, can, hook, bowl, bridge, wave, x, star, single loop, connected loops
   D. Write his or her first name
      • Variations in letter size and orientation, spacing, etc., are characteristic of preschool writing. The focus is on sufficient legibility so that the written name can generally be recognized by other children and adults

Language activities that will incorporate the above goals include:
1. Picture cards
2. Matching games with objects and with cards
3. Opposite cards
4. Name cards
5. Alphabet cards (both upper and lower case)
6. Labels around the classroom
7. Alphabet puzzles
8. Different types of books
9. Rhyming cards
10. Alphabet letter/picture matching games
11. Calendar
12. Picture sequencing cards
13. Alphabet letters on wall
14. Puppets
15. Flannelboard
16. Dollhouse, farm, castle, etc. for vocabulary development

Teacher resource books used for supplementation:
1. Alphatales by Scholastic
2. Alphabet Connections by Monday Morning
3. Treasury of Year-Round Preschool Activities by Teacher Created Materials
4. Alphabet Around the Year by Teacher Created Materials
5. Jumbo Book of Preschool Activities by Teacher Created Materials
6. Holiday Piggyback Songs by Totline
7. Letter of the Week by The Education Center
8. Reading Connections by Monday Morning
Language development is inherently a process of change. Exploring the multiple and varied trajectories of language can provide us with insights into the development of more general cognitive processes. Studies of language development have been particularly useful in helping us to understand the emergence of specialization of function and the scale and flexibility of cognitive processes during learning.

Language development in humans is a process starting early in life. Infants start without knowing a language, yet by 10 months, babies can distinguish speech sounds and engage in babbling. Some research has shown that the earliest learning begins in utero when the fetus starts to recognize the sounds and speech patterns of its mother's voice and differentiate them from other sounds after birth.