

Preschool Literacy Guidance

Whole Group Instruction - Optional (optional based on classroom/child needs) 10-15 minutes

Whole group contains blocks of time devoted to read-alouds, songs, finger plays, movement, and social interaction. The majority of activities are to be staff lead without screen use. Any screen time during whole group should be active screen time. At no time should passive screen time occur during whole group.

Instruction includes the gradual release module:

- explicit instruction/mini-lessons/modeling “teacher does”
- guided instruction through questioning by teacher and students “teacher and the students”
- collaboration through team or partner work “students do with other students”
- student practice including formative assessments “student does”
- Explicit instruction on grade-level [KYECS](#) standards instruction
- [Culturally Responsive Standards-Based Teaching and Learning](#)

Comprehension Mini-lesson

- Interactive Read Aloud or Shared Reading
 - felt story, puppets, book reading, etc.
- Standard-based, with skill and strategy focus
 - re-telling, using illustrations to answer questions, sequencing events, parts of a book, etc.
- Vocabulary connected to text during reading
- Developmentally appropriate activities related to reading.

Songs, Fingerplays, Movement

- Sing songs, fingerplays, or create movement related to unit focus.
- Nursery rhymes and songs can be used daily based on child interest. This encourages child engagement and language development and foundational skills for literacy growth.

Technology Use in Preschool - Optional

- The use of technology (often referred to as “screen time”), such as computers, tablets, SMART Boards, or computer toys, is not considered necessary in preschool programs. If used, adhere to ECERS-3 guidance.
- Online Literacy Platform: Use as recommended. No more than 15 min per child per day, not intended for use daily (i.e., 3 times a week)
- If used intentionally and in a developmentally appropriate manner, technology or screen time can supplement children’s regular hands-on experiences, adding information to what children are learning and providing a different type of experience for children.
- When programs choose to use technological materials in a preschool environment, staff should ensure the content is developmentally appropriate, time is limited, and staff-child interactions are supportive
- Active screen time occurs when children are actively engaged in media use; dancing along to a video, moving images on screen, playing a game that prompts a question and requires a response.
- Passive Screen Time occurs when children passively sit and watch the screen encouraging sedentary behavior (no movement, no questions, children are just sitting and staring).

Phonics and Phonemic Awareness Instruction

- Practiced during work time in play.
- Phonics and Phonemic Awareness instruction is not done in isolation in preschool.
- Phonics instruction can be conducted in a small group setting. Activities should be engaging, hands-on, and developmentally appropriate.
- Phonological awareness instruction can be conducted in a large group or small group setting. This is also done during work time. Activities should be engaging, hands-on, and developmentally appropriate.

Writing in the Preschool Classroom

Throughout the session.

Writing materials provided in each learning center.

Writing in the Preschool Classroom.

This focuses on modeled writing and mini-lessons using fine motor skills that include but are not limited to:

- Fine motor practice
 - stringing beads, playdough, puzzle work, connector blocks, peg boards
- Grasp with writing utensils and objects using pincer grasp
- Pre-writing stroke formation
- Shared writing
- Modeled writing
 - Foundational Skills standards (phonics, etc.)
 - Language and Literacy Early Childhood Standards

Sample Writing Structures

- 5-10 minutes: Modeled writing/skill: Teacher/para work in small groups with students based on data of forming letter formations.
 - Teacher/para introduces the letter and how it is made.
 - Hands-On way to create formations (finger in sand).
 - Teacher/para addresses grasp with writing utensils.
 - Students and teacher/paras practice making each stroke. Move from sand formations to writing formations on paper.

- 5 minutes: Teacher/para incorporating writing during work time in Block Center:
 - Teacher/para engages in building with the student.
 - Teacher/para encourages students to explain what was built.
 - Teacher/para prompts the child to make a sign for their construction.
 - Students gather writing materials provided in the block area.
 - Teacher/para assists student to write, draw, or scribe (based on skill level) and posts sign with structure built.

**Small Group Literacy Instruction
(10-15 minutes designated small group time
or during extended work time)**

Instruction includes:

- Teacher/Para led small groups occur during center time or time extended from center time.
- Differentiation using data from AEPS and IEP data should be reflected in the lesson.
- Accountability measures in place to monitor independent and teacher/para led instruction
- [Culturally Responsive Standards-Based Teaching and Learning](#)

Teacher/Para Led Small Group in Preschool

- Small-Group Suggestions
 - Teacher/Para led small group
 - Can be lead by lead teacher or para educator
 - skill-based groups based on developmental needs based on AEPS data and KYECS
 - skill-based groups based on developmental needs based on IEP data
 - flexible groups based on assessment data
 - Pull groups during work time and add time needed so that there is still 60 minutes of “free choice” work time.
 - Create a small group time separate from free choice work time.
 - Activities should relate to AEPS skills and KY ECS. Examples of skills include:
 - Exploring and identifying letters of the alphabet.
 - Matching rhyming words
 - Sequencing story cards

References

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