**LITERACY DIET ACTIVITIES FOR EMERGENT READERS**

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| **To focus on**  **FLUENCY**  **GOAL: Automatic Word**  **Recognition**  **40% of instructional time** | **To Develop Concept of Word**   * Memorize nursery rhymes and jingles with opportunities to track print * Memorized reading of predictable early Pre-Primer leveled text to track print * LEA (language-experience approach) to track print * Dictated captions and student drawings for tracking * Choral and echo reading of text while tracking * Cut-up sentences from memorized text * Match word cards to words memorized from text * Hunt for target words in memorized text   **To Develop Concept of Print**   * Explicit instruction of parts of a book   + front/back cover   + title page, etc. * Explicit instruction of process of reading a page   + top to bottom   + left to right, etc. * Listening to stories while looking at book * Retelling stories * Concept sorts |
| **To focus on**  **WORD KNOWLEDGE**  (including spelling/phonics/phonological  awareness)  **40% of instructional time** | **To Develop ABC Recognition**   * ABC song * Letter hunts * Upper and lower case letter matching * Font sorts * Letter formation activities   **To Develop Letter-Sound Knowledge**   * Picture and object sorts for initial sounds * Draw and label; Paste and label * Sound hunts * Letter-Sound ABC song * Supported writing * Emphasize sound production * Letter Muncher * Sound songs * Sound shopping * Monster Puppets   **To Develop Phonological Awareness**   * Word Awareness   + Push marker, blocks for words in sentence   + Sight word “I Spy”   + Word rings   + Word Bank War   + Word matching in memorized text * Rhyme Awareness   + Read alouds with rhyming books   + Rhyming sorts   + Rhyme concentration   + Rhyme bingo   + Draw-a-Rhyme stories   + Hink Pinks   + Rhyme Away stories   + Rhyme hunt * Phoneme Awareness   + Segmenting and blending   + Beginning, Middle, End song   + Get Back in Your Pen   + Pick an Apple Off the Tree   + Head, Shoulders, Toes   + Tap to the Sounds |
| **To focus on**  **COMPREHENSION/VOCABULARY**  **20% of instructional time** | **To Enhance Comprehension Development**   * DL-TA format for read-alouds * Use of fiction and non-fiction texts * Explicit instruction of “easier” comprehension skills   + Making predictions   + Making connections to experience, world, other books, etc.   + Building/accessing prior knowledge   **To Enhance Vocabulary Development**   * Explicit vocabulary instruction during read-alouds * Read-alouds and dramatic play * Concept sorts * “kid-friendly” definitions for vocabulary * Incorporating new words into daily message * Using “adult” vocabulary around students |
| **To focus on**  **WRITING**  **20% of instructional time** | **To Develop Letter Formation**   * Explicit instruction in letter formation   **To Apply Word Knowledge to Writing**   * Framed sentences * Draw and write captions * Journal writing * Pretend writing * Writing letters |