**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
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| **To focus on** **WORD KNOWLEDGE** (including spelling/phonics/phonologicalawareness)**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
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| **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
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| **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
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