

# GOOD YEAR BOOKS

## *Sample Pages*

Sample pages from this product are provided for evaluation purposes. The entire product is available for purchase at [www.socialstudies.com](http://www.socialstudies.com) or [www.goodyearbooks.com](http://www.goodyearbooks.com)

---

To browse eBook titles, visit  
<http://www.goodyearbooks.com/ebooks.html>

To learn more about eBooks, visit our help page at  
<http://www.goodyearbooks.com/ebookshelp.html>

For questions, please e-mail [access@goodyearbooks.com](mailto:access@goodyearbooks.com)

---

### *Free E-mail Newsletter—Sign up Today!*

To learn about new eBook and print titles, professional development resources, and catalogs in the mail, sign up for our monthly e-mail newsletter at  
<http://www.goodyearbooks.com/newsletter/>

#### *For more information:*

10200 Jefferson Blvd., Box 802, Culver City, CA 90232  
Call: 800-421-4246 • Fax: 800-944-5432 (U.S. and Canada)  
Call: 310-839-2436 • Fax: 310-839-2249 (International)

*Copyright notice: Copying of the book or its parts for resale is prohibited.*

# *Playing with Print*

Second Edition

**Fun Activities and Ideas for Fostering Emergent Literacy**

**Carol Ann Bloom**

Aligns to International Reading Association and  
National Council of Teachers of English Standards



Good Year Books  
Culver City, California

## Dedication

*This book is dedicated to my parents, Richard and Norma Bloom,  
and to my sister, Sherry, for all their love and encouragement.*

*Playing with Print: Fostering Emergent Literacy* contains lessons and activities that reinforce and develop skills spanning the early childhood curriculum as defined by the International Reading Association and National Council of Teachers of English as appropriate for students in preschool to Grade 1. The activities in the book include exposure to a wide range of print materials; use of spoken, written, and visual language within all areas of the classroom and dramatic play settings; experience with a wide range of print materials; recognition of the value and purpose of print as a necessary part of daily actions and communications; experience with open-ended problems; use of print and non-print resources; development of an understanding of diversity in language and print use; use of spoken, written, and visual language to accomplish purposes and goals; and participation as knowledgeable, reflective, and creative members of a literacy-friendly classroom community. See [www.goodyearbooks.com](http://www.goodyearbooks.com) for information on how lessons correlate to specific standards.

### Good Year Books

Our titles are available for most basic curriculum subjects plus many enrichment areas. For information on other Good Year Books and to place orders, contact your local bookseller or educational dealer, or visit our website at [www.goodyearbooks.com](http://www.goodyearbooks.com). For a complete catalog, please contact:

Good Year Books  
10200 Jefferson Boulevard  
Culver City, CA 90232-0802  
[www.goodyearbooks.com](http://www.goodyearbooks.com)

Cover Redesign: Sean O'Neill  
Original Cover Design: Karen Kohn & Associates, Ltd.  
Text Design: Dan Miedaner  
Drawings: Yoshi Miyake

Copyright ©1997, 2007 Carol Ann Bloom.  
Printed in the United States of America.  
All Rights Reserved.

ISBN-13: 978-1-59647-133-7  
ISBN-eBook: 978-1-59647-185-6

1 2 3 4 5 6 7 8 9 - MG - 14 13 12 11 10 09 08 07

No part of this book may be reproduced in any form or by any means, except those portions intended for classroom use, without permission in writing from the publisher.



# Contents

<b>How to Use This Book</b>	1	<b>Chapter 2: Curriculum</b>	
What Is Emergent Literacy?	1	<b>Activities That Incorporate Print into Every Part of the Day</b>	28
Why Foster Emergent Literacy through Play?	1	Start of the Day	30
How Will This Book Help You Plan and Implement Emergent Literacy Activities?	1	End of the Day	36
		Art	38
<b>Chapter 1: Environment</b>		Blocks and Manipulatives	45
<b>How to Visibly Add Print to the Classroom</b>	4	Cooking	49
Types of Labels	6	Language	52
Identification Labels	6	Literature	69
Location Labels	8	Math and Numbers	85
Interest Area Labels	9	Music and Movement	95
Outdoor Labels	10	Science	102
Children’s Name Labels	12	Sensory Activities	105
Forms of Labels	14	Outside Fun	111
Arrow Labels	14		
Cube Labels	15	<b>Chapter 3: Dramatic Play</b>	
Free-standing Labels	16	<b>Themes and Props for Actively Practicing Literacy in a Play Setting</b>	116
Necklace Labels	17	Selecting, Using, and Changing Centers	118
Paper Bag Labels	18	Setting Up Centers	121
Stand-up Labels	18	Guidelines for Making Props	125
Tactile Labels	20	Specific Ideas for Setting Up Centers	130
Tent Labels	21	Airport Center	130
More about Labels	22	Archaeology Site Center	132
Other Uses of Labeling	22	Bakery Center	134
Guidelines for Labeling	22	Bank Center	136
Classroom Organization	23	Beach Center	138
Defining Space	23	Camping Center	140
Classroom Arrangements	24	Car Repair Center	142
Room Dividers	25	Construction and Building Center	144

Dentist's Office Center	146
Doctor's Office Center	148
Fast-Food Restaurant Center	150
Fire Station Center	152
Florist Shop Center	154
Grocery Store Center	156
Gym and Health Club Center	158
Hair Salon and Barber Shop Center	160
Home and Family Center	162
Laundry Center	164
Museum Center	166
Office Center	168
Pet Store Center	170
Pizza Shop Center	172
Police Station Center	174
Post Office Center	176

Restaurant Center	178
Shoe Store Center	180
Space Station Center	182
Veterinarian Center	184

## **Chapter 4: The Role of the Teacher**

### **How to Facilitate Your New Print-Rich Environment** 186

Extending Play through Group Time 188

Effectively Assessing Centers 189

Implementing the Dramatic Play Center and Introducing Props 191

### **Appendices 1–22** 194

# How to Use This Book

## **What Is Emergent Literacy?**

Literacy is the ability to read and write. Emergent literacy refers to the beginnings of this ability in young children as they become aware of print and its many uses. Although some degree of this awareness is a natural occurrence (we have all witnessed a two-year-old recognizing the words Disney, McDonald's®, STOP, or food brand names), you can greatly enhance the development of emergent literacy in all early childhood curriculum areas by creating a more stimulating learning environment and providing a wide range of exciting play experiences.

## **Why Foster Emergent Literacy through Play?**

Attention to print, recognition of print, and involvement with print are crucial steps along the path to conventional reading and writing. Too often, children are introduced to print in a realm outside their own experiences. Planned reading readiness experiences often consist of stencils, worksheets, flashcards, letter-match games, and other abstract activities. These activities are disconnected from the interests and endeavors of a child's world and viewed by many children as "work."

When children enjoy meaningful play experiences in a print-rich environment, they naturally attach meaning to the printed word

and build positive attitudes toward activities involving written language. Through play, children can be given countless opportunities to use literacy tools. Any time an activity is child-initiated or self-selected, it immediately takes on more relevance and importance to the child. Perceived as play, these exposures to literacy will be tangible and lasting, providing a solid foundation for conventional reading and writing.

## **How Will This Book Help You Plan and Implement Emergent Literacy Activities?**

The purpose of this book is to present a multitude of ways to incorporate the many functions of print and literacy into every aspect of the early childhood curriculum. The book is divided into four chapters. You may select, adapt, and change any of the procedures to meet the needs of your own classroom, based on environment, materials, curriculum, and developmental levels.

### **Chapter 1: Environment**

includes suggestions and examples of adding print to the classroom with a variety of labeling techniques. This section also provides ideas for classroom organization and arrangement, including the use of furnishings as space dividers and the construction of dividers from readily available materials.

## **Chapter 2: Curriculum**

presents a variety of ways to incorporate the many functions of print and literacy into every aspect of the classroom. Each domain of the curriculum is related to emergent literacy through activities and projects that add print and provide practice using literacy props and tools in every part of the child's day. The goal is to provide children with ordinary items from their environment that demonstrate logical reasons and purposes for letters and print. They are natural choices in the course of play, offering information and enjoyable experiences with literacy without the risk of failure. This section identifies an eclectic assortment of procedures for creating a classroom that invites, fosters, and nurtures the early gleanings of literacy.

## **Chapter 3: Dramatic Play**

provides ideas for themes and props to enhance the role-playing areas of the classroom. This type of symbolic or pretend play allows children to actively practice literacy behaviors in the context of a pretend play setting. The prop lists for each of the themed centers include a combination of scenario props, dress-up props, and literacy-related props. While scenario and dress-up props contribute to the realism of the play setting, literacy props provide children with opportunities to practice a variety of literate behaviors to enhance their play. Suggestions for sources and construction of literacy props accompany each Dramatic Play center.

## **Chapter 4: The Role of the Teacher**

provides suggestions for becoming a facilitator of emergent literacy in the classroom. After preparing the environment, incorporating print and other literacy props, and implementing activities, the teacher's role is that of spectator, advisor, resource, and scribe. This section addresses each role, providing examples and sample dialogue.

Perhaps there is nothing so enjoyable as watching young children on the brink of discovering the connections between the printed word and reading. The early childhood educator is in the unique and fortunate position of being able to affect beginning attitudes toward reading and writing. Children may view literacy processes and materials either as "schoolwork" or as a purposeful part of life that contributes to independence and self-satisfaction. Much of this attitude has to do with first experiences. First contacts with literacy can be formal and separate from the child's world or exploratory and connected to something children do best—play.

It is my wish that early childhood educators will elect the latter method and, with this book as a guide, allow each child to choose, from a vast assortment of literacy props and experiences, their own paths to the same destination: proficiency in the skills of literacy and an ever-growing appreciation of the written word.

—Carol Ann Bloom

**Note:** All measurements are in the U.S. Customary system.  
To convert to metric, use the chart below:

inches x 2.54 = centimeters

feet x .3048 = meters

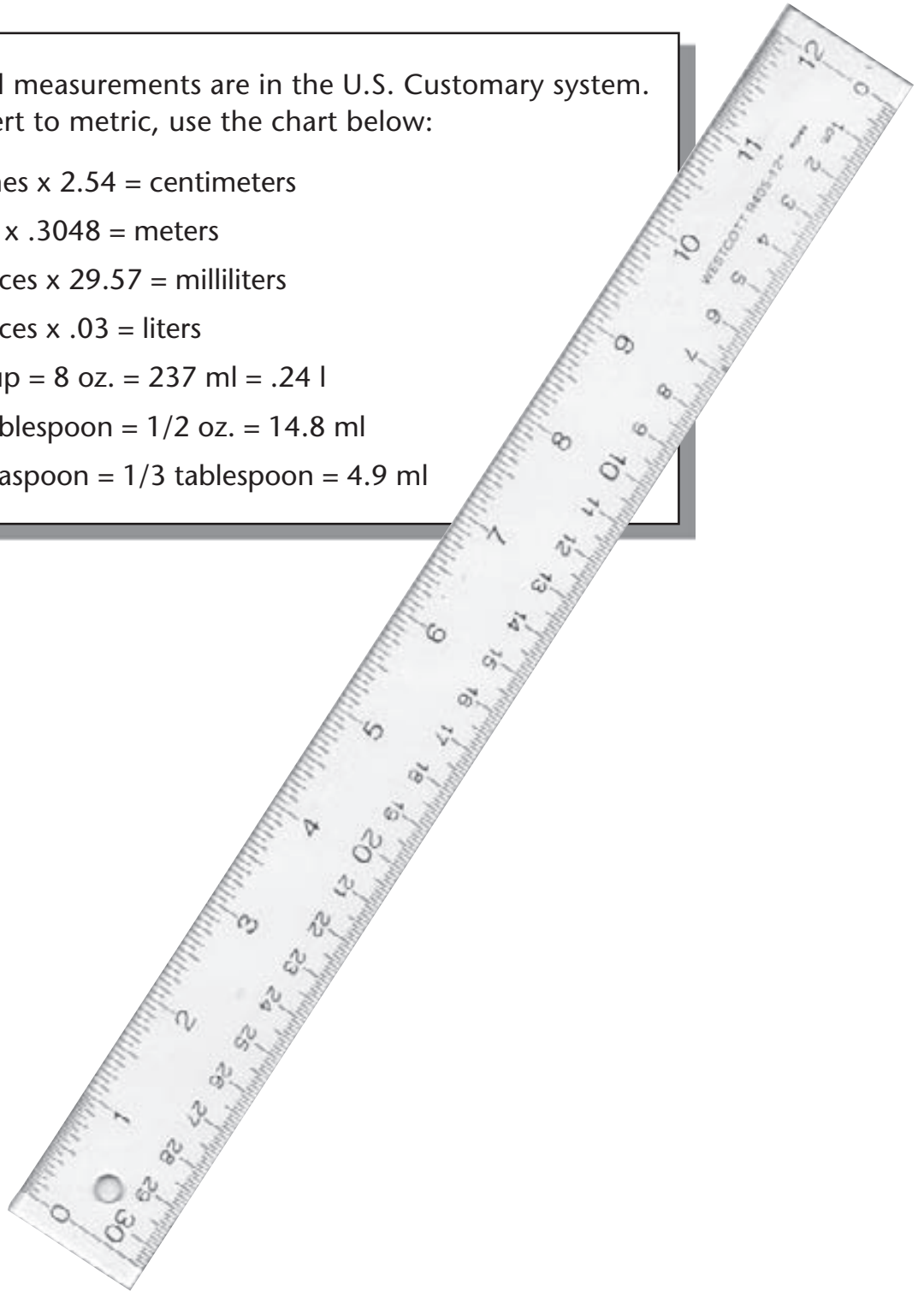
ounces x 29.57 = milliliters

ounces x .03 = liters

1 cup = 8 oz. = 237 ml = .24 l

1 tablespoon = 1/2 oz. = 14.8 ml

1 teaspoon = 1/3 tablespoon = 4.9 ml









# Environment

## How to Visibly Add Print to the Classroom

One of the first ways children attach meaning to the printed word is through the print they see in their environment. Before initiating any literacy program, pay close attention to the classroom environment—both the physical setup, discussed on p. 23, and the print found in the classroom, the subject of the following discussions.

The literate classroom will make use of print in countless ways. Children's names, labels, lists, maps, directions, experience charts, word webs, titles, schedules, and labeled photos and artwork will be visible everywhere. This section provides suggestions for adding print to the classroom environment through various labeling techniques.

# Types of Labels

Labeling is much more than a piece of paper saying DOOR hanging on a doorknob. This chapter provides directions for more effective labeling activities, including ways to incorporate children's names in the environment.

Labeling, as it is discussed here, is divided into two main groups: Types of Labels and the Forms of Labels each type can take. The five Types of Labels are Identification Labels, which identify or name objects and materials; Location Labels, which locate or help find them; Interest Area Labels, which name various areas and centers in the classroom; Outdoor Labels, which take print to an environment beyond the classroom; and Children's Name Labels, which include the classroom population in the environmental print. The form of labeling used will depend on the item(s) to be labeled, the purpose of the label, and the space available. Most significantly, the variety of forms fill the need for diverse and interesting uses of print. The eight forms of labeling discussed are Arrow Labels, Cube Labels, Free-standing Labels, Necklace Labels, Paper Bag Labels, Stand-up Labels, Tactile Labels, and Tent Labels.

## Identification Labels

Identification Labels display the name of the object, in bold print, heightening children's awareness of the symbolic nature of print. This is the type of labeling found in most classrooms.

Label fixtures (doors, windows, sink), furnishings (table, chair, easel), toys and playthings (blocks, puzzles, beads), supplies (paper, paint, markers, tape), and personal items (coats, paint smocks, toothbrushes).

## Making Identification Labels

Cut labels in various sizes from construction paper. Use a black marker to print labels. To make labels stand out, add a border of another color, but avoid overdecorating. Alternatively, back labels with a different color of (similar weight) paper cut larger to make the labels more noticeable.

Craft foam is an excellent material for label making. Write directly on craft foam with markers. This makes a colorful, sturdy label, perfect for indoor and outdoor use. You can also place craft foam labels in sand and water play areas.

