



**Early Literacy Tips that Stick:
Refining Your Early Literacy Message**
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Resources for Early Literacy Messages

Helpful Websites:

Colorado Libraries for Early Literacy (CLEL): Early literacy tips, blogs, CLEL Bells Book Awards lists and activities

<https://www.clel.org>

Early Lit with Saroj Ghoting: ECRR resources, research, trainings and storytime shares

<http://www.earlylit.net>

Mel's Desk: Storytime and early literacy resources

<http://melissa.depperfamily.net/blog/>

Zero to Three: Child development research for parents and teachers

<https://www.zerotothree.org>

National Association for the Education of Young Children (NAEYC): Tips and articles on child development, reading & writing

<https://www.naeyc.org>

Reading Rockets: Research, resources, and parent literacy tips

<https://www.readingrockets.org>

Colorin Colorado: Resources and early literacy tips for bilingual/ Spanish storytime

<https://www.colorincolorado.org>

Book:

Supercharged Storytimes: An Early Literacy Planning and Assessment Guide (2016)
by J. Elizabeth Mills, Kathleen Campana, and Saroj Nadkarni Ghoting

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My Favorite Literacy Messages:

“Grown-ups, when we _____
Our children are learning _____

And that prepares them to be good readers because . . .”

When we run our fingers under big, bold words as we read, our children are learning that words have meaning, we're not just making up a story from the pictures. And this prepares them to be good readers because they are looking for words even before they learn to decode them.

When we sing songs like the Itsy Bitsy Spider, that tell a short story, our children are learning that stories have a beginning, middle, and end. That prepares them to be good readers because they understand sequencing in stories and are more able to understand what they read.

When we play with small percussion instruments such as bells, rhythm sticks, shakers, and drums our children are gaining muscular development and coordination. In fact, research has shown that children who play with music have greater success in reading, writing, and spelling.

When we ask our children questions and give them enough time to answer, our children are building important brain connections. Research has shown that it takes 5 to 7 seconds for a young child to process the question and respond to you.

When we trace letters in the air our children are learning to recognize letters by using their whole bodies. And that prepares them to be good readers because young children learn kinetically and when we engage their bodies they make strong brain connections.

Picture books have more rare words than daily conversation, so when we read new words and take the time to explain them, our children are filling up their "word bucket" and that prepares them to be good readers because it is easier to read a word you are already familiar with,

When we play Peek-a-Boo with our babies, they are making important brain connections. That prepares them to be good readers because research has shown that children learn best when they feel safe, happy and loved

When we play with bubbles, it's not only fun, our children are practicing hand-eye coordination and fine motor skills. That prepares them to be good readers and writers because those same skills are used to track words on a page and hold a pencil.

When we bounce our babies as we recite nursery rhymes, they are feeling the natural rhythm of language, and that helps them develop language and conversation skills.

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