

2012-05-31

Launching Language and Literacy Development Through Listening

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Citation

Pangle, Lauren. "Launching Language and Literacy Development Through Listening." Poster presented at the Academic Excellence Showcase, Western Oregon University, May 31, 2012.

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Launching

the CHILD,
the INSPIRATION

LANGUAGE

LITERACY

LISTENING

&

through

LANGUAGE

LITERACY

LISTENING

SUPPORT with
SOCIAL STORIES

Social Stories are short stories that describe a situation, concept or skill for a child in specific terms and format. The goal of a social story is to prepare the child for the task or situation in a reassuring manner that is easily understood by the child.

Social stories should affirm what the child does well in addition to giving a clear picture of the task or situation and expectations so that the child will have the tools to be successful.

This Social story will help prepare my student for her reading task. I will read it with her before she listens to the story then she'll be able to read it independently.



According to Wells (1986),
"...listening to stories read aloud at the age of 2, 3, or 4-long before they can read themselves-children are already beginning to gain experience of the sustained meaning-building organization of written language and its characteristic rhythms and structures."

Why?

So it is an **ADDED CHALLENGE** when children enter school **without having** had these **important early literacy experiences**, especially when they have other learning needs as well. So **what are the best practices** to implement in our classrooms **to help children** who are **just beginning** their **literacy journey?**

Wells tells us (1986) that it is not enough for children to simply listen to stories being read aloud in a whole group setting "since they have not yet learned to attend appropriately to written language under such impersonal conditions." Instead, teachers need to **engage** in **one-on-one interactions** with **children and stories.**

Who?

A receives special education services for reading, writing and math and speech services for communication and articulation. A did not have a continuous year of school before first grade. A does not have strong literacy support at home.

A started 1st grade last year
*with very few social skills
*no concepts of print
*did not recognize that written language represents spoken language
*knew only a few letters and sounds
*could write her name, but with inconsistent accuracy
*could not/did not attend to or actively participate in literacy lessons
*is not able to work independently


How?

I will...
*Pre-record books on CD
*My student(s) will listen to the story before it is read with the group.
*Listening to the audio books will introduce vocabulary, model fluent and expressive reading, and give access to stories that would be unable to be read independently.

This project will...
set A up for success by giving her the opportunity to interact with the text prior to using it in a group setting.

I hope that this project will...
promote **A's language & literacy development** and increase **her attention to text, engagement in lessons motivation to read** and **self-confidence.**



Transcription of 
(Color legend: story text, questions/comments about the story, pauses for think time, intro/page turns)
Today we're going to listen to a story called **My Best Friend**. Pat Hutchins is the author, she wrote the story. This story is about two girls who are best friends and like to do a lot of different things together.
Can you think of some things you like to do with your friends? **(3 second pause for think time)**
Look at the front of the book, I see two girls reading a book together. It looks like they are talking about the book; it's a book about monsters!
Point to the title of the book at the top of the page. The title is written in big red letters and says **My Best Friend**. Let's read it together. **(2 second pause)**
My Best Friend
Good, now open the book to the first page where we'll start reading. We'll start reading on the page with the little girl walking in the door with her teddy bear and backpack. You can follow along with your finger while I read and I'll tell you when to turn the page. Use your finger to point to the first word on the page. I highlighted the first word with pink tape and it says **My**.
Are you ready to read with me? Let's start reading. **(pause)**

