

KINDERGARTEN ENGLISH LANGUAGE ARTS

English Language Arts encompasses all skills of literacy and language.

Literacy refers to skills learned in order to read and write. Literacy is developed from the beginning of life where children are exposed to written language, letters, stories and books that are in their environment or being used by the people around them. Before children can read and write they need the opportunity to actively engage with letters, books and stories. This can be through singing songs, reading stories together, talking with one another, playing pretend and creating art.

Language refers to skills learned in order to communicate with other people. These types of skills can include making sounds, speaking, listening, facial expressions and gestures. Children begin to acquire language before they are born by listening and absorbing sounds in their environment. When they are born, they are exposed to the languages around them and actively learn through observation and mimicking.

The Manitoba Education Kindergarten Curriculum focuses on four general learning outcomes:

- Language as Sense Making
- Language as System
- Language as Power and Agency
- Language as Exploration and Design

Language as Sense Making

Language as sense making looks at how we understand what we are reading, speaking and hearing and experiencing. Adults read stories out loud to children (individually or in a group) and encourage them to actively explore all kinds of books (ex. board books, story books, picture books, touch and feel books, fact books). When children are exposed to books, they learn how to use them and discover the stories deep within, encouraging their language, social and emotional growth. This act of discovery helps children to find and make sense of the information, as well as encourage development of questions to truly realize the messages being provided by the text. Through sense making, children move through stages of comprehension, eventually creating and making their own stories.

Language as System

Language as a system refers to how a language operates. There are rules that govern a language including grammar, punctuation, spelling and vocabulary. This knowledge is developed through learning about the alphabet and writing.

Alphabet awareness is where children are exposed to letters and words in a variety of ways. Letters are all around us. It is important to point out letters, letter sounds and words in our environment for children. We can include letters and words in our environments by placing them strategically around the room and at the height of the children (ex. Labeling shelves, putting books in all play areas, having letter/word games accessible).

Writing is something that emerges over time for children through multiple stages of development. Before children can write, they need to be able to explore all the pieces that writing entails (ex. Paper, drawing materials, letters). To encourage the beginning of writing, it is important to have art and fine motor experiences available on a daily basis as that is where children will strengthen their hand strength and control (ex. Painting, playdough, beading, building with blocks).

Language as Power and Agency

Language as power and agency focuses on the skills of listening, processing information and asking questions.

When children practice using language as power and agency they understand that all texts represent a particular way of thinking and that language can privilege some voices and silence others. Children need opportunities to use language and alternative symbol systems that reflect their identities and enable them to advocate for themselves, their communities and the environment. Listening is one of the most important skills that we have. We listen to obtain information, to understand, and to learn. This allows us to demonstrate that we are paying attention to the thoughts, feelings and behaviours of another person.

Children process information in multiple ways: through asking questions, self-discovery and play based learning. They use their environment in a hands-on way to make discoveries and try out their thoughts and beliefs. They use their relationships to observe and mimic what they see and test out different forms of communication.

Language as Exploration and Design

Language as exploration and design looks at children practicing making choices about the purpose and function of meaningful texts to help them uncover new ways of thinking and doing. Language is used to deepen understanding, and seeking ways to imagine and re-imagine and communicate this to others.

Dramatic play is when children interact with one another to create and act out stories from real life, familiar books, tales or their own imagination. This type of play allows children to create new things and try different roles, with the comfort of being in a safe environment. Dramatic play helps support children's social interactions and exposes them to skills of understanding how the world works. Some of the skills children are practicing include symbolic relationships, problem-solving, taking turns and empathy.

Language as Sense Making

Concept	Description	Examples
<ul style="list-style-type: none">➤ Learners are responding to text in different ways to build and share understanding.➤ Learners are using what they know about texts and themselves to reflect, set goals, and make decisions.➤ Learners are using and talking about familiar strategies to understand and create new texts.➤ Learners are using what they know about texts to understand and create new texts.➤ Learners are making decisions about how to communicate ideas.	<p>Children watch, listen and learn to process messages happening in stories.</p> <p>Using cues like pictures, children look for clues of what is happening in the story.</p> <p>Children show their understanding of text by asking questions that relate to a topic and engaging in conversations that relate to the story.</p> <p>Children use their knowledge to make their own stories, scenes and drawings. They reenact familiar stories from memory.</p>	<p>Create a reading area that includes:</p> <ul style="list-style-type: none">● Comfy seating (pillows, couch, mats)● Books on a variety of topics (stories, facts)● Books that have been read to the class● Familiar words displayed (mom, dad, dog, cat, etc.)● Puppets and figurines● Flannel board and flannel pieces● Put sight words in hopscotch on the floor for practice <p>Keep this area accessible to children for the majority of the day.</p> <p>Have daily storytime, picking a variety of</p>

		<p>books to read with children (ex. storybooks, factbooks, rhyming books). Try to pick books that are based on the children's interests at the time.</p> <p>While reading a story to the class pause and ask them questions (ex. What do you think will happen next? How is this character feeling?).</p> <p>While reading a story, have children act out what is happening.</p>
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Language as System

Concept	Description	Examples
<ul style="list-style-type: none"> ➤ Learners are demonstrating an understanding that legibility enhances communication. ➤ Learners are recognizing that English has conventional spellings. ➤ Learners are experimenting with, using, and adjusting conventions of familiar print, oral, and visual texts to enhance communication. ➤ Learners are developing automaticity with printed text 	<p>Children understand that text has meaning.</p> <p>Children explore text through print, symbols, and pictures.</p> <p>Children are beginning to recognize familiar words and spelling (ex. name, mom, dad, dog, cat)</p> <p>Children experiment with print and begin to recognize letters.</p>	<p>Label materials throughout the classroom using a combination of picture and text.</p> <p>Create a writing station that includes:</p> <ul style="list-style-type: none"> ● Writing tools (chalk, pencils, crayons) ● Paper (lined, blank, coloured) ● Rulers ● Cards with words/ names displayed ● Clipboards ● Envelopes ● Letter stamps and stamp pads

		<p>Set up an invitation to play with letters and name cards for children to explore. https://theimaginationtree.com/creating-invitations-to-play/</p> <p>Sing songs with specific letters (ex. ABC's, BINGO, Alphabet Zoo)</p>
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Language as Power and Agency

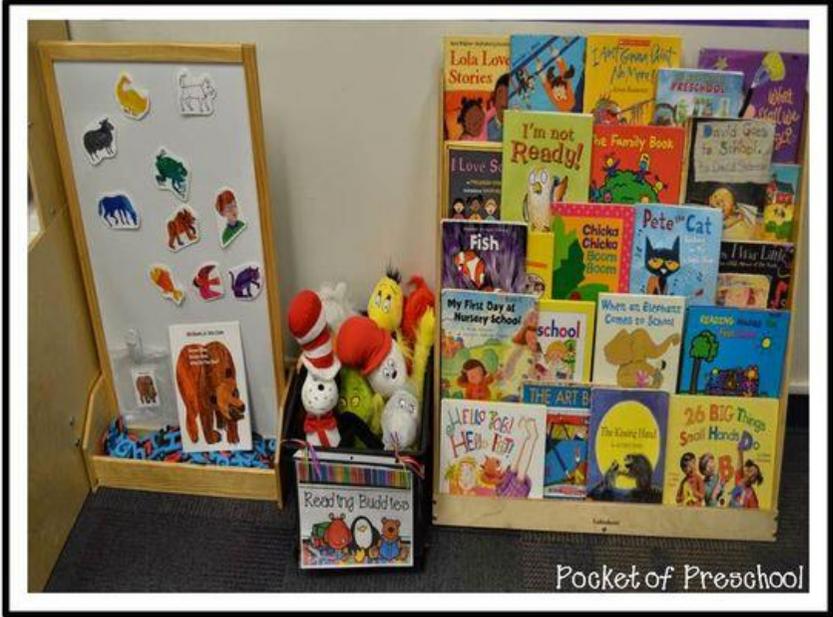
Concept	Description	Examples
<ul style="list-style-type: none"> ➤ Learners are recognizing that different experiences, opinions, and ideas have an impact on understanding. ➤ Learners are recognizing that texts have different audiences, purposes, agendas, and points of view. ➤ Learners are expressing opinions and judgments. ➤ Learners are understanding the role of the text creator. ➤ Learners are using language appropriately to meet needs and to share their identities. ➤ Learners are understanding that they can resist, change, or accept ideas, points of view, and opinions. 	<p>Children develop listening skills by engaging in stories, chants, rhymes, songs, and having conversations.</p> <p>During storytimes and conversations, children are encouraged to comment and share opinions about the plot, viewpoints and messages.</p> <p>There is encouragement to ask questions on topic and answer questions related to the topic for further understanding.</p> <p>Children are developing as individuals and understanding that everyone has a voice and is unique with gifts to share.</p>	<p>In a sharing circle, use a talking stick or stone for each child to take a turn speaking.</p> <p>Have free play time so children can actively engage with one another. Encourage children to have conversations with one another.</p> <p>Try to have a personal conversation with each child every day.</p> <p>Sing daily with the children, using a variety of songs, chants and rhymes. Use action songs to help encourage listening and memory skills.</p> <p>Ask questions to children throughout the day to help encourage their own decision making (ex. How did you build that? Why do you think that happened? How are you feeling?).</p>

Language as Exploration and Design

Concept	Description	Examples
<ul style="list-style-type: none"> ➤ Learners are making design choices for different purposes. ➤ Learners are actively partaking in communities to explore ideas and deepen thinking. ➤ Learners are using different sources to explore ideas and to deepen and extend thinking. ➤ Learners are imagining and exploring different ways to represent thinking and ideas. 	<p>Children are exposed to a variety of books and reading materials to use on their own.</p> <p>Children explore language and literacy through a variety of activities and learning experiences (dramatic play, mini world stations, felt boards, puppets).</p> <p>Children may reenact or create their own stories through active learning (play such as music, drama, art and construction).</p>	<p>Add books to each play area in the classroom (books about construction in the block area, books about nature in the science area, bedtime stories in the drama area, etc.).</p> <p>Create a dramatic play area with various props for children to use for pretend. Rotate different themes in this area (ex. Doctor's office, Grocery Store, Post Office, Restaurant).</p> <p>Have a low art shelf in the classroom with various materials for children to explore on their own. Rotate and add new materials throughout the school year (crayons, markers, paper, paints, playdough, glue, string, cotton balls, nature objects, pipe cleaners, scissors)</p> <p>Other areas to include: <u>Mini world</u> - action figures, story books, dollhouses, etc. <u>Storyboard station</u> - Felt board, felt props, story books, whiteboard, magnetic props, etc. <u>Puppet station</u> - various types of puppets (plush, popsicle stick, sock, paperbag, or shadow puppet materials, etc.), back drop, story books. <u>Block area</u> - a variety of sizes and types of blocks, figurines of people and animals, toy cars, natural materials.</p>



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