

LET'S GET LIT

LITEARLY0TO5™



NEWSLETTER 7, January 10, 2024

BY THE LETTER LITERACY READING LAB™

Comprehension

DID YOU KNOW?

Background Knowledge and Vocabulary

Background knowledge encompasses all the experiences, information, and skills children gain through read-alouds, field trips, activities, discussions, and exposure to the world around them. Though children will continue to build their knowledge and vocabulary throughout their lifetimes, helping them develop in these areas while they are young and before formal schooling begins supports their learning and provides a strong foundation.



-Benefits of Building Background Knowledge-

Vocabulary Development

Ability to Make Inferences

Language Skills & Critical Thinking

Comprehension

HELPFUL TIPS

Tips for building background knowledge and vocabulary in young children

- Choose a topic/theme of interest and read multiple books on that topic.
- When spending time with young children use descriptive language when talking about the things you are doing or seeing.
- Use the terms/words that are connected to the topics you have been reading about.



WATCH NOW



Video from NutSpace EdTech

Download our free parent/family guide for developing pre-reading skills.

Visit our parent/family pre-reading skills early literacy hub.

Listen to our parent/family pre-reading skills early literacy micro-audio *LitEarly 0 to 5 Podcast* for quick tips.

Visit our pre-reading skills early literacy Youtube channel.

Visit our early literacy blog.

LEARN MORE

Activate Prior Knowledge

-Find out what kids already know about a topic by asking what comes to their minds when they think about...? Ex. What comes to your mind when you think about dinosaurs?



-Encourage/help them connect new learning to something they learned before.



Connect Experiences with Vocabulary



If you are cooking together or planting in the garden, use descriptive language. Narrate what you are doing and the tools use are using. If you need an object while cooking, instead of pointing and saying hand that to me, label the object and discuss how you are going to use it. Show them the spatula, tongs or whisk. Tell them what it is and describe what it is used for. Demonstrate how to use it.

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