

**CHAPTER 20**

# Literacy and Language Arts

## Study Guide

**Directions** Fill in the blanks as you read the section in the textbook or listen to lectures and view demonstrations.

### The Language Arts Curriculum

Interested adults who listen to children and respond with conversation

\_\_\_\_\_

Language arts: \_\_\_\_\_

Children need approximately \_\_\_\_\_ of experience making the sounds of a language and listening to others make sounds before their speech is \_\_\_\_\_.

### Encouraging Literacy

Emergent literacy: \_\_\_\_\_

The goal of a child care or preschool program is \_\_\_\_\_

Effective early childhood classrooms are filled with \_\_\_\_\_

Teachers can encourage language learning by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Chapter 20 Literacy and Language Arts (continued)

Print-rich environment: \_\_\_\_\_

Including reading and writing in various classroom activities is known as

\_\_\_\_\_

### The Language Arts Center

The center should be \_\_\_\_\_

It should include \_\_\_\_\_

#### Library Corner

A library corner should:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

The focal point of the library corner is \_\_\_\_\_

#### Storytelling Area

A storytelling area might have:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Writing Area

A writing area might have:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Chapter 20 Literacy and Language Arts (continued)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Computer Area

A computer area should have:

- \_\_\_\_\_
- \_\_\_\_\_

Computers can help prevent bias toward children with special needs because

\_\_\_\_\_

### Internet Safety

Computers should always be \_\_\_\_\_

Young children should never \_\_\_\_\_

Children should be taught and always use basic rules for safe Internet use, such as:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Language Arts Activities

These activities involve children in the basics of \_\_\_\_\_

\_\_\_\_\_

### Reading to Children

Hearing good children's books read aloud motivates children to \_\_\_\_\_

\_\_\_\_\_

## Chapter 20 Literacy and Language Arts (continued)

When choosing books, be sure to think about the interests of each age level:

- Infants and toddlers:

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- Preschoolers:

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- School-age children:

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### Reading Stories to Children

Suggestions for reading stories to children include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Chapter 20 Literacy and Language Arts (continued)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Listening and Speaking Activities

Auditory discrimination: \_\_\_\_\_

\_\_\_\_\_

Finger plays: \_\_\_\_\_

Activities that promote children's listening and speaking skills include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Writing Activities

To learn to write, children must master the following skills:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Visual discrimination: \_\_\_\_\_

\_\_\_\_\_

Invented spelling: \_\_\_\_\_

## **Chapter 20 Literacy and Language Arts** (continued)

### **English Language Learners**

English language learners are \_\_\_\_\_

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Contrary to popular belief, a child who is bilingual is \_\_\_\_\_

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Research has shown that being bilingual has \_\_\_\_\_

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Child care professionals can support English language learners and bilingual children by using the following strategies:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_