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Professional Master Registered Level Trainer
Texas Early Care and Education Career Development System
TECECDS
Course Number: 753
Facilitating Emergent Literacy with Storybooks

Storybooks are an effective and inexpensive method of teaching the early emergent literacy skills that are a pre-requisite to reading success. What are the best strategies to use within the context of storybook reading to increase emergent literacy; i.e. language skills, print awareness and phonemic awareness? What books will facilitate these skills in a fun and stress-free way?

This course fits the Core Knowledge Area:
Child Growth & Development

Objectives: Successful participants will:

- Use stress-free and fun strategies (echo reading, paired reading, questioning, predicting, wordless books, reader's theatre) to facilitate emergent literacy
- Choose books appropriate for the reading strategies
- Differentiate and define phonological/phonemic awareness vs. phonics
- Incorporate phonemic awareness activities within the context of storybooks

Class size: 30-100

Standard class in hours is 6 but can be adapted for 2 or 4 hours.

This class is directed toward providers of:
Children Ages 3-6, Center Based.

Experience level of attendees: Advanced but can be adapted to beginning and intermediate.

Contact Lavelle Carlson for travel areas in Texas and for speaker fee. Speaker may provide storybooks to all attendees. **Therefore, the participants will get some or all of their attendance fee refunded in the form of children's storybooks they can use in the classroom.**

This class was added to the Trainers' Registry on August 31, 2007.

For verification of Trainer verification visit www.uth.tmc.edu/tececds and click on Search for Trainer.

You can contact Lavelle Carlson directly at carlson@childrenspublishing.com or you can complete and submit your information through the www.uth.tmc.edu/tececds website.