



The Brain and Literacy

90%
**of a child's brain
development
happens
before age 5**

Source: Harvard Center for the Developing Child



- 90% Brain development before age 5
- 10% Brain development after age 5

http://blog.permanentfund.org/wp-content/uploads/2014/05/LGK_90_brain_development2-01.jpg



letsgrowkids.org

buildingbrightfutures.org



BRAIN

2 Years to 6 Years--Synapses

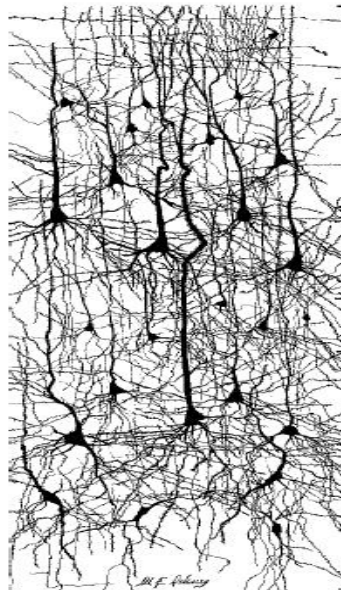


Fig. 92. Drawings from Golgi-Cox preparations

2 Years

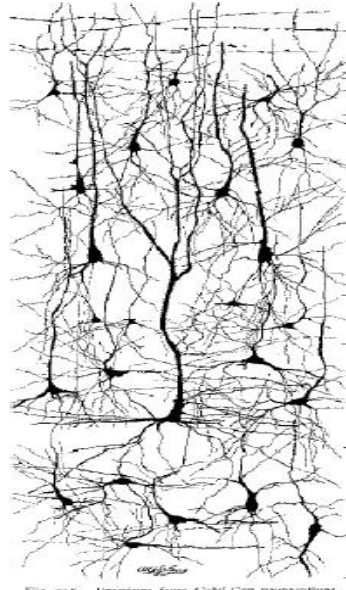


Fig. 116. Drawings from Golgi-Cox preparations

6 Years

The Brain

- The brain of a three-year-old is 2 ½ times more active than an adults (Pam Schiller, 2010)
- Between 1 ½ and four-years-old the brain experiences the most vigorous growth, pruning, connecting, and activity (National Institute of Child Health and Human Development)






ABC's of Early Brain Development

“Reading is one of the single best activities you can provide your child in part because it blends all three of our ABC's of Early Brain Development” ~ (Jill Stamm, 2007, p. 244)

- **A**ttention
- **B**onding
- **C**ommunication



Early Language and Literacy Development

- Language, reading, and writing skills develop at the same time
 - These skills are intimately linked
- Early literacy skills develop in real life settings through positive interactions with literacy materials and people
- It is a continuous developmental process that begins in the first years of life



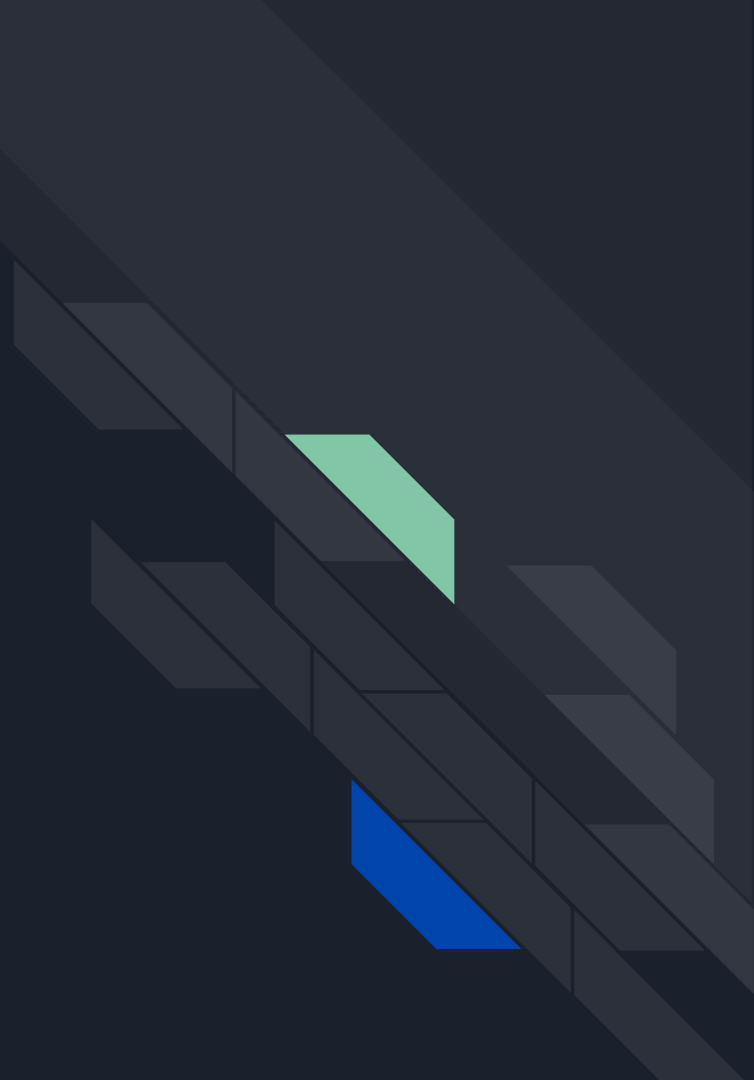
Reading Aloud

- Is critical to a child's brain development
- Age-appropriate books are pivotal tools for development
- Builds emergent literacy skills
- Builds natural curiosity and creativity
- Repetition of books is beneficial for development



“Reading aloud and talking to your child feeds the child’s brain **ten million words** of raw data each year in the first three years of life.”

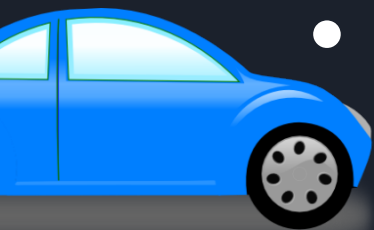
(J.R. Gentry, PhD, 2011)





Object Labeling as a Joint Activity

- Research shows children need the support of others to learn new vocabulary
- For example, reading a book with your child in your lap or by your side is a natural way for this to happen
- Discuss object's, label parts, talk about the features
 - For example, this is a car. It has windows. See the wheels.

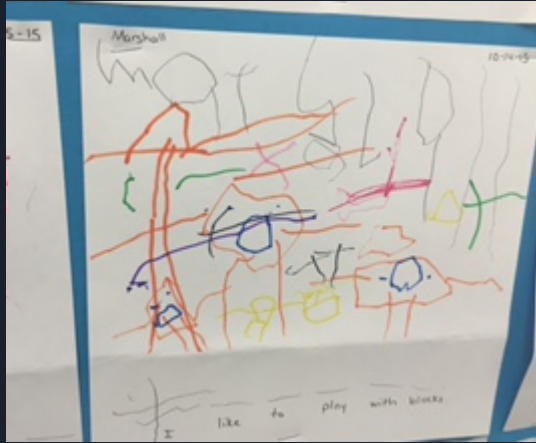




Print is Different Than Pictures

- By age three children distinguish between print and visuals.
- Discuss pictures while reading and interacting with your child.

Writing is Different Than Pictures

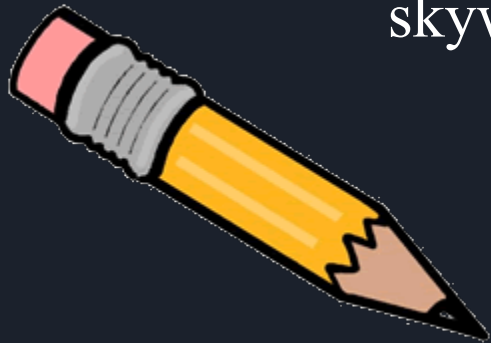


- When three-year-olds write their name, the markings they make will be different than those they make when asked to draw a picture
- Already, this is an early sign of children understanding the functions of print



Name Writing

- Children actually prefer the letters that appear in their own names more than any other letter.
(Hoorens, Nuttin, Herman, and Pavakanum, 1990)
- Develop fine motor skills through tracing, skywriting, hand-over-hand assistance, and more!



“The most important aspect of parent talk is its **amount**. Parents who just talk as they go about their daily activities expose their children to **1,000-2,000 words every hour.**”

(Hart & Risley, 1999)

