

## SUGGESTIONS FOR ENRICHING THE ENVIRONMENT

- Ensure all children accessibility to *age-appropriate* books, including fiction and nonfiction and an assortment of print materials in the environment (magazines, charts, poems, posters) and other engaging print that reflect the *cultures* or abilities of the children.
- Create comfortable, engaging areas outside where children can read, look at books and listen to stories.
- Play a variety of music, including multicultural and children's songs and taped environmental sounds.
- Set up comfortable and inviting spaces in different parts of the classroom environment for children to be engaged in literacy. For example, a cozy library/book area where reading is enjoyable; a writing area with a mixture of paper, pencils, crayons, and markers; a listening area with audio books or stories; a housekeeping area with notepads, pencils and books; and a technology area with computers or tablets, if available.



- Keep hard cover board books (which have sturdy cardboard pages) on shelves where children can have easy access and cloth books that young children can put in their mouths.
- Include books that reflect social and cultural experiences at home and in communities.
- Post songs, poems, schedules with the daily *routine*, etc., on charts or large paper using words and symbols and point to the words while singing or reading.
- Include books in all interest areas, not just the library/reading corner.
- Provide meaningful print in the environment. Allow children the opportunities to help label meaningful items, storage areas/containers, or designated spaces using pictures, *symbols* or print. Pictures and names of toys can be kept on shelves to show where they belong. Use children's names and photos to label their cubbies/personal spaces/pictures, etc.
- Add many hands-on alphabetical materials to various centers throughout the environment; including magnetic letters, alphabet blocks, and materials children can use to form letters such as playdough and pipe cleaners.
- Have an assortment of textured letters available for children (sandpaper, slime/gel in a baggy, etc.).
- Utilizing a picture/word schedule, establish daily routines giving simple directions for children to follow ("First, we clean up, and we come sit on the rug.").
- Provide interactive books that allow children to push buttons to hear sounds in the story, and books with textures to feel. Consider adding textures to books such as fuzzy fabric scraps to books about animals.