



Correlation to Early Reading First Initiatives

Program Description: *Happy Reading, Happy Learning with Dr. Jean and Dr. Holly* is a program that capitalizes on the benefits of using music to introduce and reinforce concepts being taught in Pre-K and Kindergarten. This program developed by early childhood expert Dr. Jean Feldman in conjunction with author Dr. Holly Karapetkova and Rourke publishing integrates seamlessly into calendar and circle time activities—two key components of successful early childhood programs.

Dr. Jean and Dr. Holly's songs are the stepping stones to building a strong foundation for young children to build literacy skills, and science and math concepts and are further developed with Rourke's nonfiction content.

Early Reading First Initiative:

To support local efforts to enhance the early language, literacy, and prereading development of preschool-aged children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research (SBRR).

Happy Reading, Happy Learning Supports Initiative with:

- Skills are built from the beginning of the school year to the end of the school year and extended with a summer unit.
- Repetition is a key to learning. It is much more fun to repeat songs or read Interactive eBooks than worksheets!
- Music is multi-sensory. The more senses you get going to the brain, the more likely the message will get there.
- If children are exposed to concepts while singing, it is easier for them to learn the concepts when they are formally introduced.
- Music nurtures phonological awareness (alliteration, rhyme, rhythm, etc.).
- Songs and chants are a natural way to develop oral language, auditory memory, and fluency.
- Poems, songs, and read alouds lay the foundation for common knowledge and build a child's schema.
- Children are able to use their imaginations and create pictures in their minds when they sing. This is an important part of reading comprehension.
- Singing and dancing relieve stress and oxygenate the brain.
- Music and movement provides a natural scaffold to learning, so all children feel successful. A community of learners is built and enhanced when teachers and children enjoy something together.

Early Reading First Initiative:

To demonstrate language and literacy activities based scientifically based reading research that support the age-appropriate development of oral language, phonological awareness, print awareness, and alphabet knowledge.

Happy Reading, Happy Learning supports initiative with early childhood skills and abilities based on The National Early Literacy Panel Report: Correlations of Preschool Skills or Abilities with Decoding and Reading Comprehension Measures (*Educational Leadership*, March 2004):

- Decoding or Reading Comprehension Measures
 - alphabetic knowledge
 - environmental print
 - listening comprehension
 - phonemic awareness
 - visual memory
 - phonological short-term memory
 - print knowledge
 - invented spelling
 - oral language/vocabulary
 - rapid naming
 - visual perceptual skills



Early Reading First Initiative:

To provide preschool-aged children with cognitive learning opportunities in high-quality language and literature-rich environments.

Happy Reading, Happy Learning supports initiative with key principles from the National Association for the Education of Young Children and the International Reading Association:

- Read aloud to children
- Create a print-rich environment
- Provide children with books
- Promote oral language and vocabulary development
- Develop alphabet knowledge
- Develop phonemic awareness
- Expose children to rhymes, traditional songs, and name games
- Develop phonemic awareness
- Improve fluency with word recognition
- Help children develop strategies for decoding unfamiliar words
- Integrate reading, writing, and content

