

SOUTHWEST HRA HEAD START

Section: Early Childhood Development
Subject: Labeling
Revised: February, 1998

REGULATION REFERENCE:

45 CFR Part 1304 (Nov. 1996) Performance Standards 1304.21(a)(4)(iv)
NAEYC Guide to Accreditation by the National Academy of Early Childhood Programs, revised edition

POLICY:

Labeling in preschool classrooms helps children move toward reading and assists in maintaining order. Creative labeling that is appropriate will support children's intellectual development. In labeling for young children, teachers should form all letters with upper and lower case used properly. **All words must be spelled correctly.**

PROCEDURE:

1. In order to provide a print-rich environment, teachers will:
 - a. place each child's name and picture on a cubby where the child can store personal items.
 - b. write children's names on all of their artwork.
 - c. label each learning center (see previous instructions).
 - d. label various learning materials and objects of special interest in the classroom.
 - e. make labels as needed in children's pretend play.
 - f. label an area on the bulletin board or other available surface with each child's name for display of his/her art work and writing.
 - g. write on each child's easel work a brief summary of what the child states about his work.
 - h. plan and implement experience chart activities in order to record each child's verbal responses.

Labeling
Page 2

2. Name tags help both teachers and children during the first few days of school.
3. All printed letters should be made correctly (see below).

SAMPLE LETTERING:

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq Rr

Ss Tt Uu Vv Ww

Xx Yy Zz