

## *Language and Literacy:*

### Experiencing Language and Literacy Throughout Early Care and Education Settings

<b>Strands:</b>	<i>Listening &amp; Speaking</i>	<i>Reading</i>	<i>Writing</i>
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#### GETTING READY

**Instructional Component(s):** Information Delivery; In-Class Activity; Assessment

**Strands:** This activity can be used to deepen understanding of all strands.

**Focus:** Students consider how language and literacy permeates every early childhood setting and how language and literacy knowledge and skills, as described in the foundations, can be seen in many aspects of early childhood settings.

#### AFTER PARTICIPATING IN THIS ACTIVITY

Students will demonstrate **knowledge** and **skills** that are consistent with an increased understanding and application of the concepts addressed in this activity.

**Students will demonstrate an understanding of:**

- Knowledge and skills described in the language and literacy domain of the PLF, V1, including strands, substrands, foundations, and examples of foundations (*Standards 1, 5, & 6*)\*
- How children acquire language and literacy skills through a wide variety of everyday interactions with others and their environment, as well as through intentional teaching activities (*Standards 1, 4, & 5*)\*

**Students will be able to:**

- Identify everyday experiences and interactions that support children's development of specific language and literacy skills referenced in the PLF, V1 (*Standards 1, 2, 4, & 5*)\*
- Identify objects or materials typically found in a preschool classroom that could be used to provide learning experiences, related to language and literacy skills described in the PLF, V1 (*Standards 1, 4, & 5*)\*

\*See Appendix A

## ***Language and Literacy:*** **Experiencing Language and Literacy Throughout Early Care and Education Settings**

### ***Before you start***

There are many opportunities in classrooms and in daily routines for children to engage in experiences that support their attainment of the language and literacy competencies described in the foundations. It is important that students are aware of these opportunities and do not limit language and literacy learning to just the book area, writing area, or to story or circle time.

As an ongoing activity, consider having students demonstrate learning experiences around materials typically found in a preschool setting. Students can use any objects except books. Plan to have one or two very brief demonstrations each week.

Collect a variety of materials commonly found in preschool settings.

### **Getting it started**



Slides 2-3

Have students work in groups of three or four and have each group bring to class materials frequently found in preschool settings. Have the groups share their materials and explain where in the preschool setting they would expect to find those materials.

Then share your collection of materials appropriate for preschool-aged children. Ask students to again identify where they would expect to find the materials and what kinds of activities a child might engage in with these materials. For example, blocks would usually be found in a block area, and children use them to build a variety of structures.

Next ask students to think about the foundations and how blocks and block play could provide opportunities for the development of language and literacy skills. Here are some examples:

- Language Use and Conventions 1.1 – Child practices using language to communicate by describing his block structure, asking for a specific block, talking about how to make a bridge.
- Language Use and Conventions 1.4 – Child uses language to describe how she built her structure or retells the story of the *Three Little Pigs* while showing the three different block houses she built.

	<ul style="list-style-type: none"> <li>• Concepts about Print 1.2 – Child asks the teacher to write labels for the different structures/buildings in his block town (e.g., toy store, library, grocery store, school, restaurant).</li> </ul>
<b>Keeping it going</b>	<p>Students can then sign up for a class session to demonstrate a learning experience relating to the materials that incorporate one or more of the language and literacy foundations. The students could role-play the demonstration by taking on the roles of children engaged in an activity or a teacher interacting with a few children.</p> <p>Students may bring in additional props, but the demonstration should center on the original object. Encourage students to review all the foundations when preparing their presentations.</p>
<b>Putting it together</b>	<p>After each demonstration, ask the class to identify the language and literacy foundations they observed in the presentation. Then ask the presenters if those were the ones intended and if there were any foundations that the class missed.</p>
<b>Taking it further</b>	<p>Ask students to think about the outdoor areas and discuss what kinds of outdoor learning experiences support the language and literacy skills as described in the foundations.</p>
<b>Another way</b>	<p>Pictures of objects can also be used. These could be cut from catalogues or printed from early childhood Web sites.</p>
<b>Assessment</b>	<p>Some of the segments of the activity above can be used as an assessment. For example, place a collection of materials or pictures in a box or bag so that students are not able to see the contents and have each student pick a picture or object. Use objects or pictures that have not been used during the activity. Then ask students to write one or two paragraphs about language and literacy foundations that could be found in children’s interactions with this object or picture.</p>