

## ***Language and Literacy:*** **Exploring the Vocabulary of Language and Literacy**

<b>Strands:</b>	<b><i>Listening &amp; Speaking</i></b>	<b><i>Reading</i></b>	<b><i>Writing</i></b>
-----------------	--	-----------------------	-----------------------

### **GETTING READY**

**Instructional Component(s):** In-Class Activity; Out-of-Class Activity; Assessment

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

**Focus:** Students become familiar with the terminology in the language and literacy domain to better understand the foundations and support their observations of young children's language and literacy development as described in the foundations.

### **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:**

- Common vocabulary associated with early language and literacy development (*Standard 5*)\*
- Content 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*)\*

**Students will be able to:**

- Observe and identify examples of young children's language and literacy development as described in the foundations (*Standards 1 & 5*)
- Discuss and reflect upon the concepts and content in the language and literacy domain, including strands, substrands, foundations, and examples of the foundations (*Standards 1, 5, & 6*)\*

\* See Appendix A

## ***Language and Literacy:*** **Exploring the Vocabulary of Language and Literacy**

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

As students work with the language and literacy foundations, it is important that they are familiar with the specific terminology used to describe children’s behavior so that they can easily recognize when a child is demonstrating a specific skill or understanding. While some words are common grammatical terms that students learned during their own English classes, other terms may be new or unfamiliar in the context of young children’s language and literacy development.

You may want to prepare chart paper and worksheets for the students by writing the strand on the top of the sheet and then dividing the sheet into rows—one row for each substrand. Label the rows with the names of the substrands. A sample worksheet is provided at the end of this activity.

### **Getting it started**



Slide 2

Students can do this activity individually, in pairs, or in small groups. Also, each individual or grouping can be assigned any number of strands or substrands. It may be helpful to keep the following in mind when making the assignments: (1) some of the examples include terms that do not appear in the strand or substrands and (2) some strands and substrands may contain words that are more familiar to students than other strands and substrands.

Ask students to review their assigned strand(s) or substrand(s) and then make a vocabulary list of the words that are new or unfamiliar to them when used to describe young children’s language and literacy skills. For example, what does “possessives” mean in the context of children using age-appropriate grammar? Students do not need to know the definitions of the words they select. The focus for the first part of this activity is to generate a list of new or unfamiliar terms.

After 15-20 minutes, ask students to write their words on the chart. Have students leave enough space after the word to write a short definition.

<p><b>Keeping it going</b></p>	<p>Choose one strand and look at the vocabulary list for that strand. Ask students to volunteer to give definitions for the words on the list. Encourage students to ask for clarification and help each other come up with succinct definitions. Write the definitions by the words. Then have students define the words listed for the other strands.</p>
<p><b>Putting it together</b></p>  <p>Slides 3-4</p>	<p>The following questions can be used to reflect on and summarize the activity:</p> <ul style="list-style-type: none"> <li>• What words were new to you? Which words are used in a way that is different from how you usually use the words?</li> <li>• Which words or phrases describe behaviors that will be easy for you to observe in children? Which ones will be harder?</li> <li>• Why do you think it's important for teachers to understand these vocabulary terms?</li> <li>• How can you practice becoming familiar with these new words in your work with children?</li> </ul>
<p><b>Taking it further</b></p>	<p>Ask students to think of ways to help families know and understand these words and terms. For example, you can ask students to design a parent evening event, booklets, short videos, or weekly notes to parents.</p>
<p><b>Another way</b></p>	<p>This activity could be done in one class period or spread out over several classes, using one strand for each class.</p> <p>Other ways to generate the definitions are to have the groups include the definitions for the words they select or assign a vocabulary list developed by one group to a different group.</p>
<p><b>Taking it out of class</b></p>	<p>If students are to do an observation in a preschool program, have them look for examples of two or three words from the vocabulary lists. For example, students can record children's language samples that include noun phrases or describe an activity where a teacher is helping children learn to orally blend or delete words or syllables.</p> <p>Students can also look specifically for examples of words or terms related to literacy that the teachers use (e.g., during story times) or for classroom print and written materials and children's work that illustrate some of the early literacy concepts from the vocabulary lists (e.g., children's art showing mock printing, book covers).</p>

**Assessment** Before doing this activity in class, ask students to select five words or phrases from the substrands and foundations that they don't know and write descriptions and/or definitions for them. This can be done in class or assigned to be done out of class and posted online or turned in later.

## Exploring the Vocabulary of Language and Literacy

### Listening and Speaking

Substrand/ Foundation	Word or Phrase	Definition
Language Use and Conventions		
Vocabulary		
Grammar		

**HANDOUT:**  
Exploring the Vocabulary of LL

## Reading

Substrand/ Foundation	Word or Phrase	Definition
Concepts about Print		
Phonological Awareness		
Alphabets and Word/Print Recognition		
Comprehension and Analysis of Age-Appropriate Text		
Literacy Interest and Response		

HANDOUT:  
Exploring the Vocabulary of LL

## Writing

<b>Substrand/ Foundation</b>	<b>Word or Phrase</b>	<b>Definition</b>
Writing Strategies		

HANDOUT:  
Exploring the Vocabulary of LL