

Language and Literacy: **Discovering Children’s Everyday Connections to the Language and Literacy Foundations**

Strands:	<i>Listening & Speaking</i>	<i>Reading</i>	<i>Writing</i>
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GETTING READY

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

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

Focus: Students explore how young children’s everyday experiences support the development of language and literacy knowledge and skills 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:

- 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*)*
- Discuss with parents and colleagues the ways in which children’s daily experiences and interactions affect their acquisition of language and literacy skills (*Standards 1, 2, 4, & 5*)*

* See Appendix A

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Before you start

It is important for students to understand that children's acquisition of language and literacy knowledge and skills is supported by a wide variety of everyday interactions with adults and their environment as well as by more intentional teaching activities. This activity helps students explore the language and literacy foundations by thinking of ways that children's daily routines, especially those involving their families, foster children's language and literacy development.

Getting it started

Have students begin the activity by thinking about a child's everyday routine and what kinds of language and literacy knowledge and skills are embedded in those daily experiences. It may be helpful to brainstorm a list of children's everyday experiences or daily routines with the whole class before the small groups start their work. This list could include activities or events specific to the children (e.g., getting dressed) as well as family activities in which the child participates but is not the primary focus (e.g., going to the laundromat).

Also, choose one or two activities and ask students to describe what language and literacy knowledge or skills children can learn in those activities to make sure that students understand what "embedded skills" are.

Keeping it going



Slide 2

Divide the class into small groups of two to four students and assign a foundation to each group. Have each group divide a piece of paper into three columns labeled "Foundation," "Experience," and "How foundation is linked." You could also provide students with the worksheet included with this activity. Ask students to think about what kinds of daily experiences would support children's development of the specific language or literacy skill described in their foundation. Have the students list as many experiences as they can.

For example, riding the bus, walking to the store, sharing a book at bedtime, helping to pick up the mail, watching a parent write a grocery list, and watching an adult read a magazine are opportunities for

children to learn that print is something that can be read and has specific meaning.

After students have listed several daily experiences that support their assigned foundation, have them describe specifically how the foundation and each experience are linked. Remind students that the focus of this activity is not about finding ways to ask children to demonstrate a specific knowledge or skill but about identifying naturally occurring opportunities for children to learn about and practice the skill. Many of these opportunities will include adults modeling the skill, engaging the child in conversations or other interactions, and providing common and everyday materials.

Foundation	Experience	How foundation is linked
Reading 1.2 Recognize print as something that can be read	Riding the bus	<ul style="list-style-type: none"> • Adult points out the bus schedule at the bus stop • Adult points out the names of the street destinations on the bus • Adult points out names of stores • Adult points out street signs • Adult points out signs or advertising in the bus

Putting it together



Slides 3-4

After about 10-15 minutes, ask each group to choose one experience from their list that the group would like to share with the rest of the class. Then have each group share its foundation and how the foundation is linked.

After all the groups have presented, have the class discuss the following questions:

- Which experiences and foundations catch your attention? Why?
- Which experiences that support the development described in the PLF, V1 seem familiar to you? What ways seem unusual?
- Where do you see similarities among the experiences? Differences?
- What are the implications of those similarities and differences for children's language and literacy development?

	<ul style="list-style-type: none"> What does this tell us about the role of adults in supporting children's language and literacy development? How might you share this information with families?
Taking it further	Ask students to discuss how they could share with parents some of these opportunities at home for language and literacy development. Prompt students to address cultural and linguistic considerations in their ideas.
Another way	<p>Begin by brainstorming with the whole class a list of children's everyday experiences or daily routines. Chart this list and ask students to comment on some of the ways adults are involved in a few of those familiar activities.</p> <p>Then ask students individually or in small groups to choose one of the experiences and identify which substrand or foundation could be linked to that experience.</p>
Taking it out of class	Have students observe a child in a typical or familiar setting (e.g., at home, on the playground, at school or child care). Ask the students to note how adults interact with the child—especially any verbal interactions—and what knowledge or skills are demonstrated in those interactions.
Assessment	The share-back experience can be modified to use as an assessment in this activity. Have each group share one experience and its foundation but not how the experience and foundation are linked. Students then individually choose three foundations and their associated experiences and list several ways that each experience is linked to its foundation.

How foundation is linked	
Experience	
Foundation	