



Module 1

Cultivating a Love of Literacy

&

Exploring Stages of Language Development

Early Literacy Matters

Module 1: Cultivating a Love of Literacy & Exploring Stages of Language Development

Module 1 at a Glance

A child's love of literacy sparks from a teacher or family member who models enjoyment of speaking, listening, singing, writing, and reading and invites the child to interact and respond. The joy modeled by teachers varies according to their own childhood experiences with books and their understanding of the important role they play in helping a child's language develop. This module will focus on modeling a love of books and language and enhancing understanding of how language develops from birth to age five.

Learner Outcomes (LOs) for Module 1

Learner Outcomes:

- LO1: Learners will share how their own childhood experiences with books and literacy influence the way they engage children with language.
- LO2: Learners will examine how language develops for children birth to age five.
- LO3: Learners will explore ways to model a love of literacy through engaging speaking, listening, singing, writing, and reading activities for children birth to age five.

Connections to the “Read to be Ready” Campaign:

This module aligns to the current Read to be Ready campaign’s following key beliefs:

- Early Literacy Matters
- Teachers are critical
- It takes a community

Video link to “Early Literacy Matters” from Read to be Ready website:

<https://www.youtube.com/watch?v=60J8qRjRPkE>

Module 1 Overview

Overview: Module 1 will consist of three instructional presentations. These presentations will help you explore strategies for developing a love of literacy and language development.

- In **Presentation 1**, you will reflect on your own childhood experiences and feelings about books and language.
- In **Presentation 2**, you will explore how language develops for children birth to age five.
- In **Presentation 3**, you will explore ways to model a love of literacy through engaging speaking, listening, singing, writing, and reading activities for children birth to age five.

Following each presentation, you will have the opportunity to apply your learning through application activities included in the Learning Guide.

Suggested Timeline for Completing Module

Modules contain 4 short presentations that are designed to be completed during relaxed ratios or other times as set by your school or agency. Your director or program coordinator may suggest or establish a timeline for each presentation to be completed within the module. Please take a moment to confirm your site's requirements while noting the submission deadline for the final Learning Application Assignment that you will submit electronically to your literacy coach for feedback and support. All other completed activities will remain in your participation guide and available for your coaches review.

- **Section 1:** Start at beginning of module and complete Presentation 1 and Practice Activity 1.
- **Section 2:** Complete Presentation 2 and Practice Activity 2.
- **Section 3:** Complete Presentation 3 and Practice Activity 3.
- **Section 4:** Complete the Learning Application Assignment for Module 1 and submit it electronically to your literacy coach for feedback and support.

Let's begin with a look at your books...

Before we dive into our Module 1 presentations, let's look through the books you received in your Early Literacy Matters start-up bag. Look for books that you will enjoy reading to the children, and the children will enjoy hearing read.

After looking through the book set, briefly respond to these questions in the learning guide:

- Which books did you choose?
- Why did you choose those books? Did you personally relate to the books?
- How do the books make you feel?
- How will children interact with these books?
- How does the text inspire a love of books?



Presentation 1: Reflecting on childhood experiences with books & language

Presentation 1: Reflecting on childhood experiences with books and language

Listen to two teachers talk about their childhood experiences with books and language. As you listen to each teacher's personal story, consider:

- What types of early experiences with language and books were shared?
- How was love of literacy modeled at home and/or school?
- How did the teachers' childhood experiences with books and language impact her attitudes and beliefs about reading and writing?
- How did those earlier literacy experiences influence interactions around books and language with the children they teach today?

Darlene Neely's Early Literacy Experiences

- Listen to Darlene Neely describe her childhood experiences with books and literacy.

<https://youtu.be/RrEa5Dfk-rk>



Reflection on Ms. Neely's Early Literacy Experiences

After listening to Ms. Neely talk about her childhood experiences with books and language, briefly reflect on these questions:

- What types of early experiences with language and books were shared?
- How was love of literacy modeled at home and/or school?
- How did the teacher's childhood experiences with books and language impact her attitudes and beliefs about reading and writing?
- How did those earlier literacy experiences influence interactions around books and language with the children she teaches today?

Darlene Estes-Del Re's Early Literacy Experiences

- Listen to Darlene Estes-Del Re describe her childhood experiences with books and literacy.

<https://youtu.be/XCl2Ktp7Mlc>



Reflection on Dr. Del Re's early literacy experiences

After listening to Dr. Del Re talk about her childhood experiences with books and language, briefly reflect on these questions:

- What types of early experiences with language and books were shared?
- How was love of literacy modeled at home and/or school?
- How did the teacher's childhood experiences with books and language impact her attitudes and beliefs about reading and writing?
- How did those earlier literacy experiences influence interactions around books and language with the children she teaches today?

Comparing the Two Teachers' Early Literacy Experiences

Now that you have had the opportunity to listen to the two teachers talk about their childhood experiences with books and language, please record your responses to each of the questions below in the Learning Guide:

- How were the teachers' experiences similar and different?
- How did each of the teachers' childhood experiences with books and language impact their attitudes and beliefs about reading and writing?
- How do those earlier experiences influence interactions around books and language with the children they teach?

Practice Activity 1

Practice Activity 1: On your cell phone, iPad, or other audio recording device, make a 2–3 minute recording of yourself talking about your own childhood experiences with books and language. Listen to your recording. As you listen back to your story, reflect on these points and write brief responses to each in the Learning Guide:

- Do you enjoy reading today?
- What childhood experiences contributed to your love or lack of love for books and language?
- How do your own childhood experiences with books and language impact the way you teach children?
- If you could change one thing about your earlier experiences, what would it be?

End of Section 1

Congratulations, you just completed section 1 of Module 1.

- Check to be sure you completed section 1 activities in the Learning Guide.
- Continue to practice instilling a love of language and books.
- When ready, move on to section 2 materials.



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Excellence | Optimism | Judgment | Courage | Teamwork