



Module 2

Literacy-Rich Environments, Experiences, & Exchanges

Early Literacy Matters

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Module 2: Literacy-Rich Environments, Experiences, & Exchanges

Module 2 at a glance...

In Module 1, you reflected on your own experiences with books and early literacy, and how those experiences impact the way you introduce early literacy activities and books to children today. Next, you will:

- Consider the ways the classroom's arrangement and selected materials can create opportunities for children birth to five to use language to explore, discover, experience, and make meaning of the world around them.
- Reflect on the ways positive teacher-child and child-to-child interactions help foster self-expression, rich conversations, and interest in books and writing.
- Learn how intentional planning is essential for creating literacy-rich environments, experiences, and exchanges to enhance language development for children birth to five years old.

Learner Outcomes for Module 2

Learner Outcomes (LOs):

- LO1: Learners will examine the ways classroom environments create opportunities for children to use language to explore, discover, experience, and make meaning of the world around them.
- LO2: Learners will describe the ways positive teacher-child and child-to-child interactions help foster self-expression, rich conversations, and interest in books and writing in the scenarios provided.
- LO3: Learners will explore ways to create literacy-rich wall displays that invite children to interact and build knowledge around a unit of study.

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 2 Overview

Overview: Module 2 will consist of 3 instructional presentations. These presentations will help you reflect on the special role a literacy-rich classroom environment plays in providing opportunities for children to interact with and learn from one another, teachers, and materials.

- In **Presentation 1**, you will analyze the ways classroom environments create opportunities for children to use language to explore, discover, experience, and make meaning of the world around them.
- In **Presentation 2**, you will examine the ways positive teacher-child and child-to-child interactions help foster self-expression, rich conversations, and interest in books and writing in the scenarios provided.
- In **Presentation 3**, you will explore ways to create literacy-rich displays that invite children to interact and build knowledge around a unit of study.

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 Learning Application Assignment for Module 2 and submit it electronically to your literacy coach for feedback and support.

Module 2: Learning Application Assignment

This Learning Application Assignment synthesizes all three learning outcomes and all parts will be submitted electronically to your literacy coach for feedback and support.

For the **first part** of this assignment, you will:

- Setup a conversation space (table, tray, blanket, shoebox, etc.) with age-appropriate books, labels, and objects for children of your classroom to explore and build knowledge through conversations related to the display. (Refer back to videos from Presentation 2 of this module featuring conversation spaces).
- Intentionally plan your teacher-child interactions to introduce children to these three description words: ***shiny, rough, and smooth*** when they engage in the conversation space activity.

When planning, consider the following:

- What age-appropriate objects could children explore that are shiny, rough, and smooth?
- How can these words be explored and used to build knowledge?
- How do these words connect to the books included in the conversation space activity?
- Remember the activity you create should build knowledge around the book or books selected. This helps to create **text-based units of study**.

Module 2: Learning Application Assignment

For the **second part** of this assignment, you will:

- Photograph or video children engaged in the conversation space activity you created.
- View the photos or videos of taken, and
- Respond to the reflection questions in the Learning Guide:
How did the activity help to create interactive, literacy-rich experiences for children?

How did intentional teacher-child interactions foster rich conversations?

How often did children engage with the activity?

How did your own experiences with literacy and enjoyment of books influence the way you introduced the activity to the children?

Module 2 Learning Application Reflection

After completing the Learning Application Assignment, briefly respond to the following reflection questions in the Learning Guide:

- How did the activity help to create interactive, literacy-rich experiences for children?
- How did the intentional teacher-child interactions foster rich conversations?
- How often did the child or children engage with the activity?
- How did your own experiences with literacy and enjoyment of books influence the way you introduced the activity to the children?

Module 2: Family Engagement Piece

Family/Home Connections:

- What is one way you plan to help families to intentionally plan for opportunities at home to engage in rich conversations with their child and build knowledge around topics of interest?
- Share your plan with your director or supervisor to be incorporated into the program documentation of family engagement with early literacy activities.

Additional Resources and References

Resources:

- Suggested timeline for completing module presentations and activities
- Learning Guide
- Imagination Library Book titles per age group
- Photos of Conversation Spaces
- Display photos from classroom environments
- Links for videos viewed in module
- Link to “Read to be Ready” website

Completion of Module 2

Congratulations, you just completed all of Module 2!

- Check to be sure you completed all activities for Module 2 in the Learning Guide.
- Continue to intentionally plan literacy-rich environments, experiences, and exchanges.
- You are now ready to begin Module 3.