



**Module 3: Toddlers**  
**Quantity & Quality Talk Matters**  
Oral Language & Vocabulary Development  
**Early Literacy Matters**

# Module 3: Quantity and Quality Talk Matters

## Oral Language & Vocabulary Development

### Module 3 at a Glance...

In Module 2, you considered ways positive teacher-child interactions help to foster self-expression, rich conversations, and interest in books and writing. Emphasis was placed on enriching the physical classroom environment and providing multiple opportunities for children to engage in oral interactions.

In this module, you will:

- Explore specific, developmentally appropriate activities for further developing oral language, vocabulary, and conceptual knowledge for children birth to five years old.
- Gain a better understanding of why children need to be actively engaged in vocabulary development from an early age.
- Use oral language activities to build phonological awareness.

# Learner Outcomes for Module 3

## Learner Outcomes:

- LO1: Learners will learn how to further children's oral language development through intentionally planned activities for increasing the use of descriptive words in conversations.
- LO2: Learners will explore developmentally appropriate activities to frequently and actively engage children in vocabulary development.
- LO3: Learners will explore the ways speaking and listening activities develop children's awareness of the sounds in their language.

# 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 3 Overview

**Overview:** Module 3 will consist of three instructional presentations. These presentations will help you reflect on the importance of the quantity and quality of talk for optimal development of oral language and vocabulary for infants, toddlers, and young children.

- In **Presentation 1**, you will learn how to further children’s oral language development through intentionally planned activities for increasing the use of descriptive words in conversations.
- In **Presentation 2**, you will focus on strategies and supports for building and expanding children’s vocabulary. Emphasis is placed on beginning this work early and actively engaging children often in their vocabulary development.
- In **Presentation 3**, you will explore how teachers can increase children’s awareness of sounds in their language through playful listening and speaking activities.

Following each presentation, you will apply your learning through Practice 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 the beginning of the 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 3 and submit it electronically to your literacy coach for feedback and support.
- Please refer to your Learning Guide for a detailed Module 3 checklist.

# Module 3: Learning Application Assignment

## Story Bag - Young and Older Toddlers

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:

- Create a story bag with age-appropriate book, labels, and objects for children of your classroom to explore and retell the story incorporating new vocabulary, sound awareness, and knowledge of concepts related to the book.
- Intentionally plan your teacher-child interactions to introduce children to the story bag activity. What new vocabulary will you introduce? How will you connect words to real-world experiences or context? What knowledge will children gain through the book selected?

When planning, consider the following:

- What objects could children explore that will help them retell the story?
- How can the new vocabulary words be used to build knowledge?
- How do these words connect to the book?
- How did you help children link sounds to objects, pictures, letters, and/or words?

# Module 3: Learning Application Assignment

## Story Bag – Young and Older Toddlers

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

- Photograph or video children engaged in the story bag activity you created.
- View the photos or videos taken.
- 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 oral language and vocabulary development?

What new vocabulary words were introduced?

How did the activity help to build children's knowledge? What concepts were learned?

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?



# Reflection on Learning Application Assignment Story Bag - Young and Older Toddlers

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 3: Family Tips for Developing Oral Language with Children

- Listen to what your child is saying or trying to say and respond to contributions.
- Make and maintain eye contact while talking with your child.
- Explain the meaning of words.
- Talk through every day activities and experiences.
- Involve your child in discussions and plans.
- Ask and answer questions.
- Teach your child nursery rhymes/songs/poems/raps.
- Develop your child's receptive language by asking him/her to follow simple instructions.
- Assist your child to express ideas in an orderly fluent way.
- Read to your child each night.



# Another way families can engage children...

- We need to help parents understand the importance of talk in and outside of the home.
- Even in the grocery store, they can talk about things like how bumpy or smooth the orange carrots are or asking the young child to help during the outing like "can you please get three red apples for our cart?" or "can you find 2 yellow bananas and put them in this bag?"
- Sharing examples like these as well as starting an oral language class with parents would be extremely impactful.



# Module 3: Family Engagement Piece

## Family/Home Connections:

- What is one way you plan to help families to create opportunities for developing their child's oral language and building their vocabulary at home?
- 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:

- Module 3 Learning Guide
- Rhymes and Songs for Babies and Toddlers  
<https://www.pewaukeelibrary.org/wp-content/uploads/2013/10/Rhymes1.pdf>
- Tips for Reading with Toddlers  
<http://www.readingrockets.org/article/reading-tips-parents-toddlers>
- Video link to Oral Language Development for Infants and Toddlers: <https://www.zerotothree.org/resources/196-from-cries-to-conversations-the-development-of-communication-skills-from-birth-to-3>
- Video link to “Early Literacy Matters” from Read to be Ready website: <https://www.youtube.com/watch?v=60J8qRjRPkE>

# References

Lillard, P. & Jessen, L. (2003). *Montessori from the start: The child at home, from birth to age three*. New York, NY: Schocken Books.

Callander, N. & Nahmad-Williams, L. (2010). *Communication, Language, & Literacy*. London, England: Continuum International Publishing Group.

Copple, C., & S. Bredekamp, eds. 2009. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. 3rd ed. Washington, DC: NAEYC.

# Completion of Module 3

Congratulations, you just completed all of Module 3.

- Check to be sure you completed all activities for Module 3 in the Learning Guide.
- Continue to practice modeling the use of descriptive words, introducing new vocabulary words in real-world contexts and through books with rich language and vocabulary, and linking sounds to objects, pictures, and letters.
- You are now ready to begin Module 4.