



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.

Presentation 3: Literacy-Rich Experiences for Young Toddlers

In this presentation, you will explore ways to create literacy-rich displays that invite children to interact and build knowledge around a unit of study.

As you view the following photos and/or videos from classrooms, use the chart found in the Learning Guide to describe:

- how the unit of study displayed was appropriate for age
- how the displays were created to encourage exploration, and
- how the children responded to the literacy-rich displays.

Presentation 3: Literacy-Rich Experiences for Older Toddlers

In this presentation, you will explore ways to create literacy-rich displays that invite children to interact and build knowledge around a unit of study.

As you view photos and/or videos from classrooms, use the chart found in the Learning Guide to describe:

- how the unit of study displayed was appropriate for age
- how the displays were created to encourage exploration, and
- how the children responded to the literacy-rich displays.

A Conversation space...

Look at the following photos and/or videos of various age children to see how adding something as simple as a table, blanket, or shoebox with interesting objects and books for children to explore can create opportunities for children to engage in rich conversations.

As you watch, consider:

- How the conversation space was created and used
- How might the objects and books selected foster exploration, inquiry, discovery, and conversation?
- How did the children respond to the literacy-rich conversation space?

Conversation Spaces.... Various Ages

















Print-Rich Appropriate Wall Displays

Walls can speak to children and invite engagement if the displays are accessible, interactive, purposeful, and developmentally appropriate.

As you view the following photos of classroom print-rich wall displays consider:

- Is it at the child's eye level or accessible to the child?
- How might a child interact with the display?
- Is it purposeful—what experiences and/or skills are intended?
- Is it age appropriate?

Photos of Print-Rich Wall Displays... Young Toddlers



Photos of Print-Rich Wall Displays... Older Toddlers



Practice Activity 3: Before and After Literacy Displays

For this practice activity, look around your classroom and observe the ways children interact with the literacy displays in place, then:

- Use the “**Before**” column in the chart found on page 12 of the Learning Guide to describe what you see.
- Reflect on changes you might make to create more literacy-rich, interactive, and knowledge-building displays.
- Use the “**After**” column to describe the changes and the ways children would likely respond to changes made.

Completion of Section 3 of Module 2

Congratulations, you just completed Section 3 of Module 2.

- Check to be sure you completed all activities for Section 3 in the Learning Guide.
- Continue to design interactive wall displays that are rich in language.
- You are now ready to begin Section 4 learning materials.