



Module 3: Three to Five Year Olds
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.
- 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 describe 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

Each month, you will complete a literacy module. Modules were designed to allow you to complete small sections of the module at a time. The following timeline will help you successfully move through the module providing time to apply what you learn as you go.

- **Week 1:** Start at beginning of module and complete Presentation 1 and Practice Activity 1.
- **Week 2:** Complete Presentation 2 and Practice Activity 2.
- **Week 3:** Complete Presentation 3 and Practice Activity 3.
- **Week 4:** Complete 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 timeline and checklist.

Presentation 2: Every Word Counts--Building Vocabulary

When we gift children with new words and build their vocabulary within real-world contexts, we increase their:

- Use of descriptive words in conversations
- Confidence in communicating and sharing ideas
- Desire to learn and engage with more words
- Enduring understanding of knowledge and concepts

Build Vocabulary Early and Often!

The challenge before us is this...

- There is an increased number of 5 year old children starting school with 3,000 fewer words in their language tool box than other children.
- Kids who start out ahead, tend to stay ahead.
- Kids who start out behind, often stay behind.

Early literacy research confirms that every word counts and vocabulary building should begin early and occur often.

Meaningful Contexts

- Word learning and vocabulary development should be taught in meaningful contexts and applied to authentic speaking, listening, writing, and reading activities.
- Teaching new words in isolation results in short-term learning.
- Teaching new words in context results in enduring understanding and expanded vocabulary. New words should be related to real-world experiences and problems.
- It's also important to connect new words to a child's personal experiences and interests.



Building Knowledge

- When new words are taught in meaningful context, a child not only learns new words, but builds knowledge around a topic related to those words.
- Early Childhood teachers must invest in building children's knowledge and skill building simultaneously.
- Reading books with rich language and vocabulary to children is critical for growing successful readers. Engaging children more with words (text) will help build later reading proficiency.

Teachers play a critical role.

- Teachers play a critical role in modeling rich, descriptive, and meaningful language.
- Just as we need to be intentional in our planning, we must be intentional in building children's vocabulary in quality and quantity.
- Plan ahead for new vocabulary you will model and provide children opportunities to engage in real-world experiences in which they can apply new words used.

Vocabulary Building Activities

Ages 3-5

- Speaking and listening activities provide wonderful opportunities for children to engage with new words and to expand their vocabularies.
- Rather than using flashcards to teach vocabulary, introduce children to new words in real-world contexts.
- For example, a doll house or fire house with furnishings can provide meaningful context for children to learn vocabulary related to houses such as:
 - Stairwell, upstairs, downstairs, attic, basement
 - Cupboards, counters, cabinets
 - Recliner chair, area rug, rocking chair
 - Lamp stand, chandelier, dresser, night stand
 - Shutters, windows, window sill
 - Dining room, kitchen, pantry, guest room
 - Oven, stove, refrigerator, microwave
 - Crown molding, chair railing, base boards
 - Sofa, chairs, coffee tables
 - Blinds, curtains, shades, ceiling fan
 - French Doors, sliding glass doors, doorbell
 - Grandfather clock, television,
 - Porch, patio, walkway, roof, gutters



Vocabulary Building Activities

Ages 3-5

- When teachers co-play with children, there are increased opportunities to build vocabulary and to create real-world connections to the words taught.
- Children will also be able to talk about their homes using the newly acquired vocabulary.
- If an actual dollhouse or firehouse is not available, shoeboxes can be used to create rooms and yard sales are a great place to seek props! Families may also have dollhouse furnishings to contribute.
- Children would also enjoy using blocks to build a house with rooms and furniture. Books and picture cards of real houses and furnishings can inspire their building and teach new vocabulary words.



Practice Activity 2: “Home” Vocabulary Building Activity

Ages 3-5

- For this practice activity, you will give the vocabulary “home” building activity a try in your own classroom with 2 to 3 children.
- Think of how you will set the activity up and engage children with the new vocabulary words.
- After interacting with the children during the vocabulary “home” building activity, proceed to the next part of Practice Activity 2 to reflect on the learning experience.



Reflection on Practice Activity 2

Ages 3-5

Practice Activity 2: Reflect on the Vocabulary “Home” Building activity you engaged in with a small group of children and briefly respond to each of the questions below in the Learning Guide:

- How was planning ahead helpful?
- How was your language intentional?
- How did the children respond? What went well?
- Did your model help to reinforce the meaning of the new words in context?
- How did your interactions help to foster the children’s engagement with the new words?
- What would you do differently next time?

End of Week 2

Congratulations, you just completed Week 2 of Module 3.

- Check to be sure you completed Week 2 activities in the Learning Guide.
- Continue to practice introducing children to new vocabulary words in real-world contexts and with books rich in language and vocabulary.
- When ready, move on to the presentation for Week 3.