

# NEXT-LEVEL SKILLS FOR EARLY CHILDHOOD EDUCATORS

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## Session 2: Integrating Literacy

Welcome back! In this session we are going to be talking about the different types of literacy and how we can integrate literacy into our early childhood programs.

## Professional Development for ECE's

### Session #2 Facilitator Notes

## Activity

- What does literacy mean to you?
- What are the different kinds/types of literacy?



These questions are included in the participant workbook, with space for students to write down their thoughts.


Complete this slide as a group discussion. You can make a list of the different kinds/types of literacy the participants list off then add any they missed.

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# Different types of literacy

- <http://www.youtube.com/watch?v=RJyEEuy8xO4>
- <http://www.youtube.com/watch?v=-sxcCIPm-rU>



The diagram consists of seven pink hexagons arranged in a cluster. A central hexagon is labeled 'Financial Literacy'. It is surrounded by six other hexagons: 'Physical Literacy' (top-left), 'Digital Literacy' (top), 'Media Literacy' (top-right), 'Informational Literacy' (bottom-left), 'Cultural Literacy' (bottom-right), and 'Scientific Literacy' (bottom). The hexagons are interconnected by thin white lines, suggesting a network or relationship between these different literacy skills.

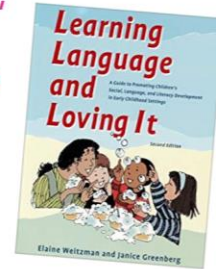
Show the videos then discuss the key points as a large group.

Students are asked to record any kinds of literacy shared in these videos that they hadn't thought of earlier in their participant workbooks.

Please see the document "Types of Literacy" for additional content to share during this discussion.

## Learning Language and Loving It (p 323)

- Children learn literacy from birth, and they learn about it much the same way as they learn about spoken language.
- In natural, day-to-day interactions, children see their caregivers use print in meaningful ways – and they discover that those marks on paper actually mean something. Once they discover that print communicates, they want to know how.
- As a teacher, you play a critical role in helping children develop the attitudes, skills and knowledge that lead to literacy.
- Children develop reading and writing skills as they participate and communicate about real life, meaningful literacy events.



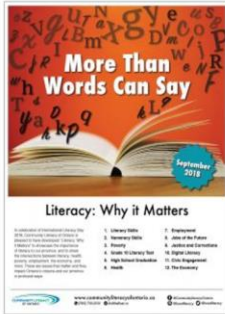
“Learning Language and Loving It” is a Hanen Program for Early Childhood Educators.

If you wanted, you could include other literacy and language programs that are available to ECE's; these can be found online.

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### Statistics



Literacy: Why it Matters  
<http://www.communityliteracyofontario.ca/literacy-why-it-matters/>



2000 Words  
<http://www.2000wordstogrow.ca/>

What are some of the reasons that children's literacy levels vary?

As a large group, you can show each of the websites and show the group the specific information they can find on them.

Distribute a copy of the handout: More Than Words Can Say.

As a large group, have a discussion about the different reasons that children's literacy levels vary; please see the document "What Are the Effects of Low Literacy?" to support this discussion.

Students are also asked to record some of the reasons that children's literacy levels vary in their participant workbook.

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## Video Clip

Five Predictors of Early Literacy

<http://www.youtube.com/watch?v=HqImgAd3vyg>



Show the video using the link on your screen.

As a large group, discuss the Five Predictors discussed in the video:

1. oral language
2. phonemic awareness
3. alphabet awareness
4. concepts about print
5. early writing with inventive spelling

In their workbooks, students are asked to record each of the five predictors of early literacy.

## 7 Components of Literacy

- Increased vocabulary and language
- Phonological awareness
- Knowledge of print
- Letters and words
- Comprehension
- Understanding books and other texts
- Literacy as a source of enjoyment

How do these components link back to "Literacy: Why it Matters"?



Studies have been done to learn about how children learn to read, write and understand written language.

These studies have identified what concepts children need to become competent and confident readers and writers and what types of experiences support their development.

Please see the PDF document of pages 126 to 131 from "The Creative Curriculum for Preschool", which outlines the information to share for each of the seven components. In the participant workbook, students are asked a question about each of the components of literacy that are answered within this document. The questions are recorded below for reference.

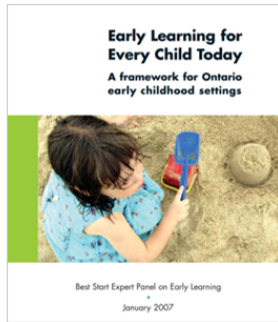
1. Share one example of how a creative curriculum classroom provides an opportunity for children to develop vocabulary and use language.
2. What is the difference between phonological awareness and phonics?
3. What are some things you can draw a child's attention to when helping them connect print with meaning?
4. Share one of the ways preschool children can demonstrate their understanding of letters and words.
5. Provide an example of one teaching strategy you might use to help children develop comprehension skills.
6. Storybooks often include specific characteristics, like having a beginning, middle and end. What's another typical characteristic of a storybook?
7. What signs might you look for to demonstrate that preschool children are enjoying their literacy experience?

At the end of this discussion, ask the group how these components link back to the document "Literacy: Why it Matters"?

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# Literacy Development in Children



Early Learning for Every Child Today (ELECT) outlines the development of Communication, Language and Literacy in:

- Infants (birth to 24 months)
- Toddlers (14 months to 3 years)
- Preschool Kindergarten (2.5 to 6 years)
- School-Age children (5 to 8 years)

<http://betterbeginningssudbury.ca/wp-content/uploads/2015/09/continuum.pdf>

In the document, Early Learning for Every Child Today (ELECT), the development of communication, language and literacy skills are outlined for each of the following age groups:

- infants
- toddlers
- preschool
- school age

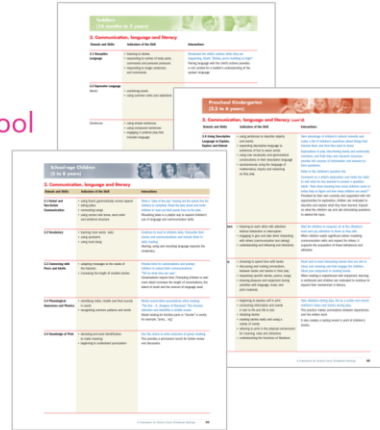
This document is a guide to support curriculum and pedagogy in our early childhood settings. It helps us understand children's development and put into practice supports and materials in our programming to support their development.

## Activity: Identifying Literacy Skills

In small groups, use the ELECT document and choose an age grouping (infant, toddler, preschool or school age).

Discuss and identify the literacy skills that are developing for the age group

Summarize and share with the larger group



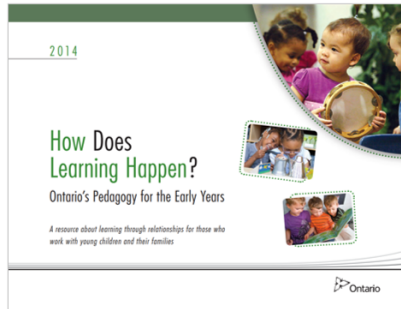
If possible, print a few copies of the “Early Learning for Every Child Today” (ELECT) document so it is available for the group; please review yourself before the session.

This activity will be done in four small groups, and the instructions are included in the participant workbook as well as on this slide. In the workbook, charts have been included to record the skills, and indicators of those skills, for each age range.

Have each group take a section listed on the slide (infant, toddler, preschool and school age) and discuss and identify the literacy skills that are developing for that age group.

Have the small groups report back to the large group (summarize). While different groups share the skills associated with the age range they reviewed, students should record them in their workbooks in the spaces provided.

## How Does Learning Happen?



Organized around four foundational conditions that are important for children to grow and flourish:

- Belonging
- Well-Being
- Engagement
- Expression



<https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>

If possible, print copies of the document “How Does Learning Happen?” for the group.

Discuss the Expression foundation and how the literacy skills included on the previous slides connect

Look at the Questions for Reflection at the end of the Expression section (p. 45 in the “How Does Learning Happen?” document) and use those directly or develop a couple of discussion questions for the group to complete this activity.

In their participant workbooks, students are asked to consider how the different ways children might communicate and demonstrate that they can express themselves compare to the indicators of Communication, Language and Literacy skills they recorded from the ELECT document.

As a group, discuss how many ways there are for children to express themselves in each of the student’s programs.

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## Examples of Literacy in the Classroom



How do you incorporate literacy into your classroom?

Show pictures of examples of literacy in classrooms. There is a document with pictures that can be printed out and made into a photo album, and you can add your own pictures to it.

In the participant workbook, the question on the slide (How do you incorporate literacy into your classroom" is included, with space to record ideas. Have the group share examples with each other.

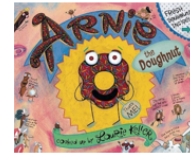
## Activity: Reading Stories

In small groups, reflect on what you saw in the videos, and discuss the following questions:

- What different strategies were used?
- What do you do when you read a story to children?
- Is there anything you find you struggle with?
- What other storytelling strategies would you like to integrate into your program?
- Optional: read your book to your small group to practice!



<https://www.youtube.com/watch?v=m9zcjgm2hXY>



<https://www.youtube.com/watch?v=6E67n1vZZjQ>

Share stories with the group using one or more of the following activities:

- Play one or both videos of storytelling that are included on the slide
- You can also prepare your own favourite story to read for the group
- Have students read the books they brought from home to the group

Have the students split into small groups and discuss the question on the slide, which are also included in their participant workbooks.

If you choose to read a story to the group, discuss how you've integrated storytelling into your work.

Also share the document called "pictures of story tables" with the group.

## Journal Reflection

- How are you currently integrating literacy in your work? What are you already doing?
- Think of ways you can take what you learned and add it to your programming. What else can you be doing?
- What can you do differently?



These questions are outlined in the participant workbook. Remind the participants to complete this reflection in their journals, and bring it with them to the next session.

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#### Next Session



- Bring in some of the different documents that you use at work
- Bring in your Reflection Journal

Ask students to bring examples of different documents they use at their place of work, as they will be used for an activity in the next session.

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This Facilitator Guide was designed in 2019 as part of the series “**Next Level Skills for Early Childhood Educators.**” This curriculum is intended to support Ontario’s Early Childhood Educators in further developing the unique communication skills required in their role.

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