

1. Stages of Oral Language Development

**Stages of Oral Language Development**

Stage	Begins Around	Example
	6 weeks	
	4-6 months	
	1 year	
	2-3 years	
	3-4 years	

Order the stages chronologically & identify the example for each

Beverly Otto, 2019

**Stages of Oral Language Development**

Stage	Begins Around	Example
	6 weeks	
	4-6 months	
	1 year	
	2-3 years	
	3-4 years	

Stages		Examples
One word	Babbling	Oo-Oo
Cooing	Telegraphic	See the little dog?
Beginning oral fluency		Blankie
		Da-da
		Go bye-bye

Notes for Instructor

Recalling what was read in preparation for class, ask students to read through the stages and various examples provided on the handout. Then ask them to work independently to sequence the stages and select an example for each. Once students have finished their first attempt, pair students together and ask them to discuss their decisions and make any revisions/changes they wish based on their conversation. Last, walk through the stages and examples together, providing clarification and explanation based on their responses.

5-10 minutes

References:

Otto, Beverly. (2019). *Literacy development in early childhood: Reflective teaching for birth to age eight*, 2nd edition Long Grove: Waveland Press.

Online Options

1. Ask students to read about the stages of oral language development. If this is not covered in assigned course reading materials, there are lots of online options like <https://www.readingrockets.org/article/young-childrens-oral-language-development>
2. Ask each student to independently complete the chart on the Stages of Oral Language Activity Sheet.\*
3. Assign each student a partner. After completing the Activity Sheet, ask partners to connect by phone and/or email to share and compare answers.
4. Ask each pair to add one other example to each stage before submitting their shared, completed Activity Sheet.

Bloom's Taxonomy

Remember

Understand

Apply

Analyze

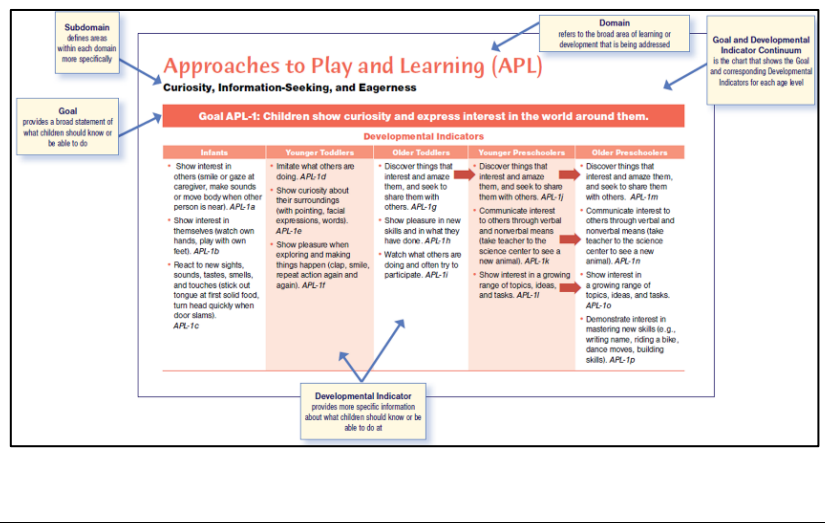
Evaluate

Create

\*Indicates an item that is available at <https://scriptnc.fpg.unc.edu/script-nc-early-literacy-all> along with a course syllabus and course schedule.

**Directions for Students**

**2. State Standards and Literacy Development**

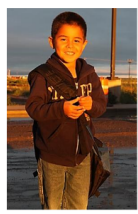


Reference: *NC Foundations for Early Learning and Development* (page 4)  
[https://files.nc.gov/ncelc/press-release/files/nc\\_foundations.pdf](https://files.nc.gov/ncelc/press-release/files/nc_foundations.pdf)

**Notes for Instructor**      **Online Options**      **Bloom's Taxonomy**

Review the orientation of the state standards, reminding students how the standards are organized and the various terms used. Ask students to work with a partner to choose a portion of the Language & Communication Early Learning Standards and relate the content read to their own experiences working with children (e.g., babysitting, practicum settings, & younger siblings).  
 10 minutes

Since the purpose of this activity is to familiarize students with state early learning standards related to language and literacy, it is possible to use personas for variety. A persona is a thumbnail sketch of a child and includes a bit about the child's family, likes or dislikes, and details about who the child is as a learner. Three sets of personas like Ramon below are available at <https://scriptnc.fpg.unc.edu/shifting-blackboards> Some of the personas have identified disabilities or are dual language learners like Ramon; each has unique learning styles and needs. Online students could be asked to select one toddler persona, one preschool persona, and one early elementary persona. They could then explore the standards to learn what might be expected of a child of that age. Students could also explore earlier developing skills and higher level skills to understand how they might scaffold to support an individual child. Finally students could be asked to identify specific language and literacy considerations for the persona and how they might address those.



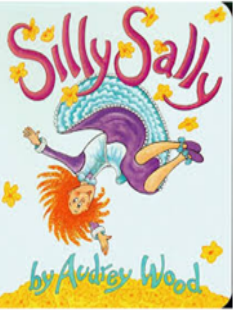
**Ramon**

Ramon is four years old and lives with his mom, dad, younger sister Maria, and his abuela. Ramon is the child most likely to come in from the playground with some living creature. At home he takes care of the family pets, and in the classroom he frequently selects real, plastic, and stuffed animals to play with, especially dinosaurs.

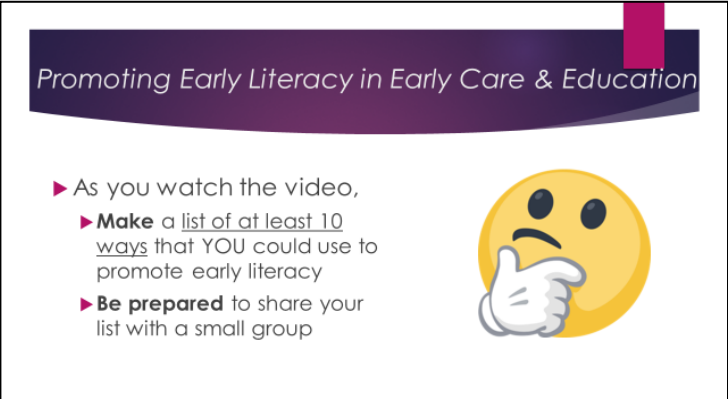

Ramon is a sequential dual language learner. He speaks Spanish at home and has a 25 word site vocabulary. In his preschool classroom, Ramon is very quiet but watches intently to see what to do. He is picking up new labels in English every day.

Remember
Understand
Apply
Analyze
Evaluate
Create

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Topic		Directions for Students	
<b>3. Supporting Early Literacy Development: Books</b>	 <p>Silly Sally</p> <p>How does reading this book to young children support emergent literacy development?</p>		<p>Epic! Digital Library for Kids 12 and Under offers free remote student access through June 30, 2020 at <a href="https://www.getepic.com/">https://www.getepic.com/</a>. Titles are sorted by age, with some also available in Spanish. Tarheel Reader has a collection of free, easy-to-read, and accessible books that can be speech enabled and accessed using multiple interfaces, like touch screens <a href="https://tarheelreader.org/">https://tarheelreader.org/</a> and <a href="https://www.sharedreader.org/">https://www.sharedreader.org/</a></p>
	Notes for Instructor	Online Options	Bloom's Taxonomy
<p>After reviewing the state standards on early literacy development, read aloud a children's book that emphasizes one or more of those standards (e.g., <i>Silly Sally</i> by Audrey Wood). Ask students to listen to the book and think about how the book could be used to support emergent literacy development. After the story is read, discuss their connections. Elaborate and extend as needed.</p> <p style="text-align: right;"><i>5-10 minutes</i></p>	<p>A persona is a thumbnail sketch of a child and includes a bit about the child's family, information about the child's likes or dislikes, and details about who the child is as a learner. Three sets of personas below are available at <a href="https://scriptnc.fpg.unc.edu/shifting-blackboards">https://scriptnc.fpg.unc.edu/shifting-blackboards</a>. Some of the personas have identified disabilities or are dual language learners like Ramon; each has unique learning styles and needs. Online students could be asked to select a persona. Then, based on the interests of the persona, they could be asked to select from an online source (or a personal collection of books at home) a book that meets two criteria: 1) could be used to support emergent literacy development; and 2) might be of interest to the persona. Students could then pair up to share the persona, read the book, discuss connections, and summarize what they have learned.</p>	<p>Remember</p> <p>Understand</p> <p>Apply</p> <p>Analyze</p> <p>Evaluate</p> <p>Create</p>	

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Topic		Directions for Students			
4. Supporting Early Literacy Development					
	Notes for Instructor		Online Options		Bloom's Taxonomy
<p><b>Part I:</b> Prior to showing a video of various strategies early care professionals can use to support early literacy, ask the students to listen for and make a list of at least 10 strategies they could use. Watch the <b>video</b>.</p> <p><b>Part II:</b> Group the students in small groups of 3-5 members. Ask students to take turns sharing 1 strategy they heard and recorded. Encourage students to listen to each other, add to their list as applicable, and further discuss, relate to, or expand on the ideas. <i>5-10 minutes</i></p>		<p>Video Options<sup>1</sup></p> <ul style="list-style-type: none"> <li>Language and Literacy Ideas for Teachers <a href="http://view.vzaar.com/5149066/download">http://view.vzaar.com/5149066/download</a></li> <li>Making Room for Literacy <a href="http://www.earlyliteracylearning.org/make_room_for_lit.php">http://www.earlyliteracylearning.org/make_room_for_lit.php</a></li> <li>Zero to Three: Magic of Everyday Moments <a href="https://www.zerotothree.org/espanol/early-literacy">https://www.zerotothree.org/espanol/early-literacy</a></li> </ul> <p><b>Option 1:</b> If lesson is synchronous and on Zoom, Part 1 can proceed as planned. For Part II, use the breakout room function to group the students into groups of 3-5 members. Instructions for students can remain the same.</p> <p><b>Option 2:</b> If lesson is asynchronous:</p> <ul style="list-style-type: none"> <li>Assign each group of students a different video to review.</li> <li>Each student will independently watch the assigned video and make a list of at least 10 strategies they could use.</li> <li>Students could then use Zoom, Skype, or other virtual meeting tools where they can screen share to discuss about the video they have been assigned.</li> <li>Using Edpuzzle, each group can collectively map the strategies they noted to specific points in the video when the strategies are used.</li> <li>Have students share the link to their Edpuzzle video in the Discussion or Forum section of the LMS, so that other students can learn additional strategies, and comment.</li> </ul>		Remember	
				Understand	
				Apply	
				Analyze	
				Evaluate	
				Create	

<sup>1</sup> Annotated descriptions of these and other free videos are included in the audiovisual section of [Literacy Development Resources](#), which is available at the URL below.

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**A**

### Tools of Literacy Activity for Families

Environment	Tools of Literacy	How Children Use These Tools	How It Is a Tool of Literacy	What Adults Can Do to Support Tools of Literacy
<ul style="list-style-type: none"> <li>Grocery Store</li> </ul>				

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**B**

### Tools of Literacy Activity for Families

Environment	Tools of Literacy	How Children Use These Tools	How It Is a Tool of Literacy	What Adults Can Do to Support Tools of Literacy
<ul style="list-style-type: none"> <li>Grocery Store</li> </ul>	<ul style="list-style-type: none"> <li>Shopping Lists</li> <li>Item Names</li> <li>Product Logos</li> <li>Signage</li> <li>Coupons</li> <li>Sales Papers</li> </ul>	<ul style="list-style-type: none"> <li>Find Items on List</li> <li>Play matching games</li> </ul>	<ul style="list-style-type: none"> <li>Helps children to see and recognize print, and hear the sounds of their language</li> </ul>	<ul style="list-style-type: none"> <li>Talk with children while shopping, creating lists, cutting out coupons</li> </ul>

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**2C\***


### Tools of Literacy in Daily Environments

Environment	Tools of Literacy	How Children Use These Tools	How It Is a Tool of Literacy	What Adults Can Do To Support Tools of Literacy
Beach				
Home				
Grocery Store				

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### Your Turn


- With a partner,
  - Consider your environment & identify possible
    - Tools of Literacy
    - How Children Use These Tools
    - How It is a Tool of Literacy
    - What Adults Can Do to Support Tools of Literacy
  - Choose a spokesperson to share your thinking with others.
- As you listen, what else could you contribute to the pair's thinking?



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Topic	Notes for Instructor	Online Options	Bloom's Taxonomy
<b>5. Tools of Literacy Activity for Families</b>	<p><i>Part I:</i> Introduce the notion that various environments provide ample opportunities for early literacy development. Together, walk through the “Tools of Literacy” at the grocery store (<b>A</b>). Then, think together how children use these tools, how it is a tool of literacy, and what adults can do to support the Tools of Literacy. Reveal each box (<b>B</b>) after discussion for any additional ideas not already presented by the students. You may want to provide newspaper coupons and/or grocery store sales papers as props.</p>	<p><i>Part I:</i></p> <ul style="list-style-type: none"> <li>• Use <a href="#">Google Street View</a> to find downtown areas local to your community and use the Tools for Literacy to identify literacy opportunities.</li> <li>• Use Google Image searches to find images of literacy tools in various environments <ul style="list-style-type: none"> <li>○ Grocery Example – images of shopping lists, product logos, etc.</li> </ul> </li> </ul>	Remember
	<p><i>Part II:</i> Working with a partner or small group, identify a different environment for each group to think about together (e.g., home, grocery store, older brother’s school, care setting, outside play area) and ask them to record the various Tools of Literacy that are applicable to that environment on the handout (<b>C</b>)*. Then, ask each group to identify a spokesperson to share their thinking with the rest of the class.</p>	<p><i>Part II:</i></p> <ul style="list-style-type: none"> <li>• Use Google Docs for small groups to record in the Tools for Literacy document.</li> <li>• Have each group record a screen share presenting their Tools for Literacy document along with the Google Street View and/or Image searches. <ul style="list-style-type: none"> <li>○ Use VidGrid, FlipGrid, VoiceThread, Google Slides</li> </ul> </li> <li>• Have small groups develop a Pinterest board with all the tools for literacy in a certain environment.</li> </ul>	Understand
	<p><i>Part III:</i> As each group shares, encourage students to add those ideas to their own handout and offer additional thoughts. At the end of the discussion, students will have recorded various Tools of Literacy for each of the environments.</p>	<p><i>Part III:</i></p> <ul style="list-style-type: none"> <li>• Have students submit their recorded presentations in the Discussion or Forum section of the LMS and other students can comment.</li> </ul> <p>Each group can consolidate comments at the end of the week to develop a final version to be filed in a shared folder.</p>	<b>Apply</b>
	<p><i>20 – 30 minutes</i></p>	<p>Google Street View <a href="https://www.instantstreetview.com/">https://www.instantstreetview.com/</a>  VidGrid <a href="https://app.vidgrid.com">https://app.vidgrid.com</a>  FlipGrid <a href="http://flipgrid.com">http://flipgrid.com</a>  VoiceThread <a href="https://voicethread.com/howto/creating-a-new-voicethread-2">https://voicethread.com/howto/creating-a-new-voicethread-2</a></p>	Analyze
			Evaluate
			Create

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Topic	Directions for Students	Notes for Instructor						
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">6. Families Supporting Early Literacy Development</p>	<p style="text-align: center;"><b>Your Turn</b></p> <div style="text-align: right; color: white; background-color: #f4a460; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto 20px auto;">B</div> <div style="text-align: center; margin: 0 auto 20px auto;">  </div> <ul style="list-style-type: none"> <li>• <b>Read</b> your handout.</li> <li>• <b>2D:</b> Gift of Language (2 pgs)</li> <li>• <b>2E:</b> Tips for Families (1 pg)</li> <li>• <b>2F:</b> 5 Daily Activities (1 pg)</li> <li>• <b>2G:</b> Language Home Families (1.5 pgs)</li> <li>• <b>2H:</b> Gathering &amp; Using Language Info (*7 pgs)</li> <li>• <b>2I:</b> Benefits of Being Bilingual (2 pgs)</li> </ul> <ul style="list-style-type: none"> <li>• <b>Be prepared to teach</b> the rest of the class about your handout.</li> </ul> <div style="text-align: center; background-color: #76b82a; color: white; padding: 10px; border-radius: 15px; width: fit-content; margin: 0 auto;"> <p>How might these be shared with families?</p> </div>	<ul style="list-style-type: none"> <li>• Handouts 2D, 2E, 2F, 2G, 2H, and 2I are also available at <a href="https://scriptnc.fpg.unc.edu/script-nc-early-literacy-all">https://scriptnc.fpg.unc.edu/script-nc-early-literacy-all</a></li> <li>• Assign students one of the various family flyers you wish them to review. Then, ask students to summarize the content presented in their handout. Last, discuss together ways these handouts could be shared and used with families. <i>10 minutes</i></li> </ul>						
	<b>Online Options</b>		<b>Bloom's Taxonomy</b>					
<p>In your LMS assign small groups of students who each read a different handout. Each group member can present their summary of the content from the handout and field questions from other group members. The small group can develop a list of strategies for sharing the information with families. Each small group's list can be shared in folder within the LMS.</p> <p>Extensions:</p> <ul style="list-style-type: none"> <li>• Use this activity to support students to think about promoting literacy with diverse families. <ul style="list-style-type: none"> <li>○ Ask students to review the handouts with an eye to how useful they would be for: 1) families that have different home languages; 2) families in which the adults have low literacy; or 3) families who have a child with disabilities.</li> <li>○ Ask students to find examples of information like that provided in these handouts in other languages and formats.</li> <li>○ Ask students to consider how they might share information like that provided in the handout with different families (e.g., a family that is homeless, new immigrants who may not be familiar with American approaches to teaching literacy, a family with a different home language).</li> <li>○ Ask students to find evidence-based resources for engaging diverse families like those mentioned above. Annotated collections of resources on family engagement and dual language learners are available at <a href="https://fpg.unc.edu/presentations/toolkit">https://fpg.unc.edu/presentations/toolkit</a></li> </ul> </li> </ul>		<table border="1" style="width: 100%; text-align: center;"> <tr><td>Remember</td></tr> <tr style="background-color: #f4a460;"><td>Understand</td></tr> <tr><td>Apply</td></tr> <tr><td>Analyze</td></tr> <tr><td>Evaluate</td></tr> <tr><td>Create</td></tr> </table>	Remember	Understand	Apply	Analyze	Evaluate	Create
Remember								
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## Your Turn

- With a partner,
  - Choose 2-3 photos and discuss possible authentic assessment strategies you could use to capture important data.
  - Be prepared to share your thinking with the group.



### Notes for Instructor

Ask students to recall the various authentic assessment techniques they've practiced in other courses (e.g., anecdotal recording, running record, work sample, checklist). Make a list on the board or chart paper for students to refer. Then, walk through a few photos of children engaged in early literacy activities (stringing letter beads, read/write the room, morning sign in) and ask students to identify applicable authentic assessment techniques that could be used to capture important data observed in each photo. Then, pair students together and ask them to choose 2-3 new photos to review and identify possible authentic assessment strategies that could be used to capture important observational data. Last, ask students to share their ideas with the rest of the class as you display each photo. *15-25 minutes*

### Online Options

**Synchronous class option:** Use [Factile](https://www.playfactile.com/) (free for up to 3 game boards), or other free Jeopardy game tools such as Jeopardy app to create a Jeopardy game to first review various authentic assessment techniques. The jeopardy board can be screen shared in your virtual meeting space (e.g., Zoom, Skype). Then present the photos of children engaged in early literacy activities to ask them to identify applicable techniques via chatbox or by raising their hands. Use the group breakout function (if any) to do the group discussion as indicated on the left.

**Asynchronous class option:** Use [Quizlet](https://quizlet.com/) to create (1) a "flash card" game for students to match authentic assessment techniques to their definition, (2) create another game where students can identify techniques that can be used to capture data in each photo. Students (in pairs) will then meet via the phone / virtual meeting to choose 2-3 new photos to review and identify strategies. They will then post the photos and their ideas in the online discussion board within your LMS.

Factile <https://www.playfactile.com/> Quizlet <https://quizlet.com/>

### Bloom's Taxonomy

Remember

Understand

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Analyze

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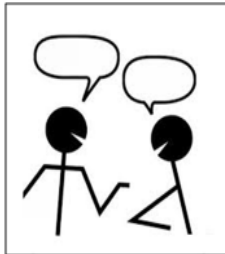
Topic

Directions for Students

8. Phonological Awareness Instructional Strategies

Your Turn

- With your partner,
  - Visit each of the activities, read the directions and engage with the materials.
- On your recording sheet,
  - Identify which component(s) of phonological awareness the activity helps to build.
  - Add additional notes as needed.



Exploration Stations: Phonological Awareness

Directions: With your partner, visit each of the activities and engage with the materials. With a \* identify which component(s) of phonological awareness this activity helps to build. Add additional notes

	Rhyme	Alliteration	Hear Words	Syllables	Onsets & Endings	Individual Sounds (Phonemic Awareness)	My Notes
Feely Bag							
Frog on a Log							
Give the Animals a Clap							
I'm Thinking of Something							
Marvelous Memory							
Please Pass the Fanana							

Notes for Instructor

Select 6-10 activities (based on the number of students in your class) that help children develop phonological awareness. Place materials around the room and provide a handout for the students that includes directions for each activity and a place for their notes and observations. Pair students together, and instruct them to visit each of the various activities, read the directions, and engage with the materials- freely moving to each activity when ready. After they have explored each activity, ask the students to identify which components of phonological awareness the activity could help to develop on their handout. They may also wish to take additional notes to help them remember what materials were used, tips for playing the game, things to remember, etc. Once students have explored the various activities, pull them back together to discuss the components they identified. Clarify, elaborate, and/or expand as needed. *30- 45 minutes*

FlipGrid <http://flipgrid.com> VoiceThread <https://voicethread.com/howto/creating-a-new-voicethread-2>

Online Options

In pairs, students will be assigned to review the description of one activity, then identify the components of phonological awareness the activity could help develop.

Students identify how they can make adaptations to the activity so that a preschool child with disabilities (choose from personas – see link below) could fully participate in the activity. They will also include in their response why these adaptations will support the child they have selected. Three sets of personas are available at <https://scriptnc.fpg.unc.edu/shifting-blackboards> For this activity, check out the preschool persona list as well as the alignment chart to find the ones who have identified disabilities.

Students can use the following resources to consider adaptations for their selected child: <https://www.connectmodules.dec-sped.org/wp-content/uploads/2019/04/DECONNECT-Handout-5-2.pdf> or

<https://www.connectmodules.dec-sped.org/wp-content/uploads/2019/04/DECONNECT-Handout-5-3.pdf>

Students share their responses from parts 2 and 3 including photos of adaptations on either [Flipgrid](#), [Voicethread](#), or the online discussion board in the LMS.

Bloom's Taxonomy

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Topic		Directions for Students	
9. Supporting the Big 5 through Shared Reading – Part 1	<h3>What Text do You Choose to Read?</h3> <ul style="list-style-type: none"> <li>• Will it interest the children?               <ul style="list-style-type: none"> <li>– Will they want to read and reread the book?</li> </ul> </li> <li>• What big ideas does it contain?               <ul style="list-style-type: none"> <li>– Interesting topics</li> <li>– Big Ideas for discussion</li> </ul> </li> <li>• What support does it provide?               <ul style="list-style-type: none"> <li>– Large font</li> <li>– Pictures well placed</li> <li>– Repetitive and rhythmic text</li> </ul> </li> <li>• What are the opportunities for learning?               <ul style="list-style-type: none"> <li>– The Big 5</li> <li>– Challenging for most</li> </ul> </li> </ul>	<h3>Let's Give it a Try!</h3> <ul style="list-style-type: none"> <li>• With a partner,               <ul style="list-style-type: none"> <li>– <b>Peruse</b> the big book choices and <b>choose</b> a book that you think meet most of the criteria of a good Shared Reading text.</li> <li>– <b>Write</b> the title, author and the criteria you and your partner think the book meets on your Recording Sheet.</li> </ul> </li> </ul> 	
	Notes for Instructor	Online Options	Bloom's Taxonomy
<p><i>Part 1:</i> Ask students to identify criteria of good books to read aloud to children. Highlight important criteria, particularly when choosing a book for Shared Reading. Then, pair students together and ask them to use the discussed criteria to select a book from a small collection (that includes weak and strong options) that meet most of the criteria. Ask the pairs to come up with a justification for why the text is a good read aloud, referring to the criteria discussed. Then, ask students to record their selection on their Recording Sheet. Last, invite students to share their book, along with their justification, with the class paying particular attention to how the book supports the development of the Big 5 (e.g., oral language/ vocabulary, phonological awareness, background knowledge).</p> <p style="text-align: right;"><i>15 minutes</i></p>	<p><i>Part 1:</i> Synchronous option: In your virtual meeting space (e.g., Zoom), ask students to identify criteria of good books to read aloud to children. Highlight important criteria, particularly when choosing a book for Shared Reading. Use breakout room option to pair students, and ask them to use the discussed criteria to select a good read aloud book from a list of books (that includes weak and strong options).*Given the current situation, provide them with books that are readily and freely available online for them to review the content. Students can then share screen to show their recording sheet and selected book for large group discussion.</p> <p><i>Part 1:</i> Asynchronous option: Upload a mini lecture clip (e.g., you may use Powerpoint to create a voice-over PPT presentation) to highlight important criteria for book selection for Shared Reading. Pair students, and ask them to meet virtually or via the phone to select a good read aloud book from a list of books (that includes weak and strong options).*Given the current situation, provide them with books that are readily and freely available online for them to review the content. Have each pair share their responses on the online discussion board in the LMS.</p>	<ul style="list-style-type: none"> <li>Remember</li> <li>Understand</li> <li>Apply</li> <li>Analyze</li> <li>Evaluate</li> <li>Create</li> </ul>	


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### What Did You Notice?

- **Day 1**
  - Comprehension
- **Day 2**
  - Vocabulary
- **Day 3**
  - Flow, Phrasing & Fluency
- **Day 4**
  - Phonics Knowledge & Phonemic Awareness
- **Day 5**
  - Oral, Written & Visual Language


### Let's Give it a Try!

- **Read** the book aloud to one another, using expression and voice characterizations.
  - Make the story come alive!
- **Work together to identify 3** comprehension questions that you might ask children about the story.
  - **Record** them on your Recording Sheet.



### Let's Give it a Try!

- **Identify 2-3** rich and interesting words that you could focus on when reading this story to children.
  - What would say to children to explain what the word means?
- **Record** on your Recording Sheet.




### Let's Give it a Try!

- **Identify** a page of text that you could use to highlight "clues" that would help children read the story well with expression.
  - What "clues" would you highlight for children?
- **Record** them on your Recording Sheet.




### Let's Give it a Try!

- **Think** about the "Big 5" that we have discussed thus far (eg., Phonological Awareness, Background Knowledge, Vocabulary).
  - What could you use this book to emphasize?
- **Record** your ideas on your Recording Sheet.



### Let's Give it a Try!

- **Think** about how you could extend the story into oral, written and/or a visual language experience for the children.
- **Record** one idea on your Recording Sheet.
- **Choose** a spokesperson to share your thoughts and ideas with the rest of the class.



*Part II:* Discuss common steps to the Shared Reading process, and use the video <https://www.youtube.com/watch?v=pvHfCxaywII>\* by Scholastic to illustrate these steps. Students may wish to refer to the notes page that synthesizes the steps as they watch the video. Next, ask students to meet again with their partner to practice each step of the process with their partner using their notes. Listen in and support and coach as needed. As students complete each step, ask them to record notes and answers to questions on their Recording Sheet. Then, ask each pair to identify a spokesperson to share some of their thoughts and ideas from the experience with the rest of the class. Be sure to collect a recording sheet from each pair to scan and post for the rest of the class to access for future use. *20 - 25 minutes*

Bloom's Taxonomy

Remember

Understand

Apply

Analyze



Evaluate

Create

\*Indicates an item that is available at <https://scriptnc.fpg.unc.edu/script-nc-early-literacy-all> along with a course syllabus and course schedule.

Topic	Online Options
9. Supporting the Big 5 through Shared Reading – Part 2	<p><i>Part II:</i></p> <p><b>Synchronous option:</b> Proceed as stated on left in virtual meeting space (e.g., Zoom). Then use breakout room function to pair the students (i.e., same pair as Part 1) to practice each step of the process with their partner using their notes and the book they had picked in Part 1. Use the “join” function to drop into each group to listen in and coach as needed. Once back in large group, each pair could share back their thoughts and ideas. Students will be asked to upload their recording sheets onto the LMS after the class.</p> <p><b>Asynchronous option:</b> Upload a mini lecture clip (e.g., you may use PowerPoint to create a voice-over PPT presentation of the common steps to the Shared Reading process, and have students watch the video (on left). In the mini lecture, also provide information on how students can provide peer feedback to each other: <a href="https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/HO6_PeerFeedback_corp-reflect-guide.pdf">https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/HO6_PeerFeedback_corp-reflect-guide.pdf</a> Working with their same partner in Part 1, have students meet virtually (e.g., Facetime, Zoom, Skype) to practice each step of the process. Alternatively, have students independently record themselves practicing each step of the process using their chosen book, and sharing their ideas. They can then upload the video to <a href="#">Flipgrid</a> or on the LMS. Students will then provide feedback for two of their classmates.</p> <p><b>Other Options</b></p> <ul style="list-style-type: none"> <li>• Use CONNECT Module 6: Dialogic Reading as an Independent Study on Shared Reading             <ul style="list-style-type: none"> <li>○ Go to <a href="https://www.connectmodules.dec-sped.org/connect-modules/learners/module-6/">https://www.connectmodules.dec-sped.org/connect-modules/learners/module-6/</a></li> <li>○ Review Step 3 of the module to learn about dialogic reading</li> <li>○ Summarize the essential content by created a bulleted handout of 10 key facts about the topic with the evidence sources for each fact</li> <li>○ Submit a 1-2 page paper summarizing what you’ve learned and how you will use that information to support children and families</li> </ul> </li> </ul>

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Topic		Directions for Students					
10. Environmental Print: Print Concepts			<ul style="list-style-type: none"> <li>• With your group, <ul style="list-style-type: none"> <li>• Use the materials provided, along with the logos you brought, to create a map. <ul style="list-style-type: none"> <li>• Roads</li> <li>• Signs</li> </ul> </li> <li>• Once created, discuss together the print concepts that could be developed as children engage with the map you created. <ul style="list-style-type: none"> <li>• What might your dialogue be with children as they play with the map?</li> </ul> </li> <li>• Then, think together about the steps you might take with children to help them create their own maps. <ul style="list-style-type: none"> <li>• What might you learn about the children's print concepts as they create their map?</li> </ul> </li> </ul> </li> </ul>				
	Notes for Instructor	Online Options	Bloom's Taxonomy				
<p>Prior to this activity, ask students to bring various logos from food containers, wrappers, coupons, and other environmental print items to class. Be sure to bring some extras as well. During a discussion about environmental print, generate a list of ideas that one could provide for children that use logos/ environmental print- such as those they brought to class. Introduce the idea that they could use their logos, a solid colored shower curtain or tablecloth, duct tape of various colors, and packing tape to create a "Town Map" for use in the Block Center. Group students together and ask them to use the materials provided to create a map that has roads and buildings with signs. Encourage groups to be as creative as possible as they use the materials. As groups share their final project, reinforce the print concepts that can be developed as children interact with the map and the dialogue they might use with children. Last, ask students to talk through the steps that they would take to do the same type of map making experience with young children.</p> <p style="text-align: right;"><i>30 - 40 minutes</i></p> <p><i>*Adapted from Everyday Literacy by Stephanie Mueller</i></p>	<ul style="list-style-type: none"> <li>• Gather an electronic collection of print logos by taking screen shots. Google Images would be an example of a site at which you could easily locate examples.</li> <li>• Use Pinterest to create a board with the images. Share boards among the students.</li> <li>• Use <a href="#">Lucidchart</a> (a visual workspace that combines diagramming, data visualization, and collaboration) or <a href="#">Bubbl</a> (a tool to create mind maps and geographical representations of ideas and concepts).</li> </ul>	Remember	Understand	Apply	Analyze	Evaluate	Create

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