Expansion of Communication and Literacies

Children experience intellectually, socially and culturally engaging environments where their communicative practices, languages, literacies, and literate identities are valued and supported.
Children experience intellectually, socially and culturally engaging environments where their communicative practices, languages, literacies, and literate identities are valued and supported.

**Communicative Practices**

- Children form relationships through communicative practices.
- Children learn conventions of their languages.
- Children extend ideas and take actions using language.

**Multimodal Literacies**

- Children explore a variety of sign systems.
- Children engage in multimodal meaning making.

**Literate Identities with/in Communities**

- Children co-construct a range of literate identities.
- Children engage critically in the literacy practices of popular culture.
- Children use the literacy tools of digital technologies.
## Communicative Practices

**Children form relationships through communicative practices.**

Educators initiate and reciprocate playful and conversational verbal and nonverbal communication throughout the day.

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<thead>
<tr>
<th>What’s involved in learning</th>
<th>Sample narratives</th>
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</thead>
<tbody>
<tr>
<td>Recognizing and responding to human presence and touch</td>
<td>Jason (3 months) coos in response to his educator as she smiles at him during diaper changing.</td>
</tr>
<tr>
<td>Becoming attuned to rhyme, rhythm, pitch, tone, and vibrations</td>
<td>Gavin (18 months) and his mother sing a lullaby together. The educator notices this and within the week, asks other families to share their favourite lullabies. The next month, the educator puts together a song book for all the children to take home.</td>
</tr>
<tr>
<td>Practicing and playing with sounds</td>
<td>Katie (14 months) sitting in her infant seat, repeats, “Ba, ba, ba, ba, ba.” Her educator responds with “Baa Baa Black Sheep...”</td>
</tr>
<tr>
<td>Initiating and responding to gestural and visual languages</td>
<td>Ray (2 years) is rinsing a toy bowl beside his educator who is washing up the dishes. Together they chant in a sing-song voice, “Rinse, rinse, rinse the dishes.”</td>
</tr>
<tr>
<td></td>
<td>Janet (4 years) is a non-verbal child who communicates through her personalized communication board. When the educator notices two of Janet’s peers’ curiosity about the pictoboard, she ensures that Janet’s pictorial representations are extended to the signage in the classroom. During circle time, Cheyenne (3 years) takes her PECS card that has ‘Itsy Bitsy’ on it and hands it to Gail, her educator. The group then sings Itsy Bitsy Spider quite loudly and with great animation. <em>Kings County Kids Daycare Centre</em></td>
</tr>
</tbody>
</table>
SUGGESTED PROVISIONS AND PRACTICES

Cradle, rock, and hold babies close, in a secure manner.

Sing, coo, and read with infants, toddlers, and young children daily.

Communicate visually and verbally at children’s physical level. Babies recognize human face and voice from birth.

Make eye contact and talk through routines.

Take on different tones, playfully exaggerate speech, become a character, deepen your voice.

Draw attention to a range of sounds in the environment: birds, cars, ocean waves, rain, wind blowing through the leaves.

Imitate children’s playful noise-making as they explore and make their own sounds.

Combine singing and chanting with touch while playing finger games, sharing poems, or playing reciprocal games such as peek-a-boo.

Share lullabies, songs, chants, poetry, finger and action rhymes.

Communicate with children through gestures, facial expressions, and touch.

Join in with children’s communicative efforts; use a questioning tone to speak what you think they are saying.

Use gestural and non-verbal cues to support children’s communication.
Communicative Practices

Children form relationships through communicative practices.

Educators initiate and reciprocate playful and conversational verbal and nonverbal communication throughout the day.

For Reflection

Consider the different spaces needed to communicate with infants, toddlers, and young children at their physical level. Think about soft spaces with blankets where adults and infants can interact in a visual, aural, and tactile way with materials and each other.

How do educators add to their repertoires of playful games, finger rhymes, poems, and songs for and with infants, toddlers, and children? Think about the places of planned daily reading/singing times and times of spontaneous singing, counting, reading, and chanting.

Are adults engaged in playful conversations with children during routines such as feeding or clean-up times? Think about the use of humour, tone, and tact in everyday conversations, and the ways in which children learn through modelling and imitation of non-verbal language. Think about extending children’s understandings of conventions through modelling rather than correcting. Think about the range of vocabulary you model for children through conversations, books, songs, poems, and chants.

When Braille, Sign Language, or pictographs are used, how are they introduced to the classroom community and what opportunities exist for their use in reciprocal communication amongst peers? Think about incorporating symbols from a child’s pictorial communication board into the classroom routines for all children.

When the twelve dancing princesses

When the bad step mother from

Olivia
NEW BRUNSWICK CURRICULUM FRAMEWORK For Early Learning and Child Care ~ English

• Inclusiveness and Equity
• Compassion and Caring
• Living Democratically
• Individuality
• Social Responsibility
• Communication
• Imagination, Creativity & Play
• Spirituality
• Zest for Living and Learning
## Communicative Practices

### Children learn conventions of their languages.
*Educators provide an environment rich with conversation and language of home, books, songs, poems, jokes, instructions, recipes, slogans, measurement, movement, and number.*

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<tr>
<td>Growing in their implicit understanding of the conventions of language</td>
<td>While everyone is washing up for lunch, one of the children asks if they can be the leader. “We don’t have a leader, we are all going to go together,” Angela, the educator, replies. Vanessa (4 years) speaks up quietly, “Could I just be the one in front?” <em>Kings County Kids Daycare Centre</em></td>
</tr>
<tr>
<td>Growing in their understanding of vocabulary</td>
<td>The word enormous comes up in a conversation but not everyone knows what it means and we have lots of great guesses. Jadon (4 years) describes it as, “It is bigger than the biggest thing.” We spend the afternoon finding things that are big, bigger, and enormous. <em>Kings County Kids Daycare Centre</em></td>
</tr>
<tr>
<td>Developing confidence in using language(s)</td>
<td>Rylee (22 months) is starting to name all the animals. She tries them all — she calls rhinoceros “rhinal.” <em>Passamaquoddy Children’s Centre Inc.</em></td>
</tr>
<tr>
<td>Growing in their understanding of how others use language(s)</td>
<td>Lane (2 years) is playing in the bear cave. “What does a bear say?” asks his educator, Jennifer. “Roar!” replies Lane. “Let’s be bears. I’m going to get you. Roar!” “Roar!” replies Lane. <em>Chatham Day Care Center Inc.</em></td>
</tr>
</tbody>
</table>
SUGGESTED PROVISIONS AND PRACTICES

Be aware of the nature of language growth and development, as well as the progression of speech and other formal communication systems.

Share songs, stories, and jokes, both familiar and new, on a daily basis to expose children to sounds, words, sentences, and story structures.

Playfully emphasize nouns and action verbs as children begin to talk.

Use descriptive words to name and describe objects, people, and actions.

Use children’s names frequently.

Stress important words in a sentence; slow down speech.

Provide a range of interesting experiences for babies and toddlers; allow time for them to explore independently; talk about what they are exploring; use specific language in context.

Accept their approximations and model conventional pronunciation and grammar.

Ask thoughtful questions, reflect children’s words back to them, and use silent pauses and respectful listening.

Listen carefully to how children use language differently; record children’s imaginative, creative, and functional uses of language to explore this range of ways they use language.

Incorporate children’s imaginative, creative and functional uses of languages into the everyday curriculum.

Expose children to the multiple ways others use language; help them to understand particular ways of using languages.
Communicative Practices

Children learn the conventions of languages.
Educators provide an environment rich with conversation and language of home, books, songs, poems, jokes, instructions, recipes, slogans, measurement, movement and number.

What’s involved in learning

Experiencing and developing diverse linguistic repertoires

Sample narratives

Diego (4 years) and his mom speak Spanish at home. When she tells the educator this, she is invited to help add Spanish signs to the art shelf, house corner, washroom, and reading corner. The next day Diego asks, “What does that say?” “That’s the Spanish word for door.” Diego teaches his educator how to say, puerta.
Learn languages with and from the children.

Work with families to establish shared goals to support children’s full linguistic repertoires; learn what languages children speak and hear at home; weave these languages into your daily curriculum; determine if translations of written communications are desired.

For Reflection

How do adults value and incorporate the home and heritage languages of the children’s families within your centre and the larger community? Think about the range of languages spoken by your families — how are their languages and communicative practices valued, and made verbal and visible in your centre through speakers, books, images, songs, visitors, and field trips? Recognize that bilingual and multilingual children switch languages, and express ideas differently in different languages.
**Communicative Practices**

**Children extend ideas and take actions using language.**

Educators provide opportunities for children to initiate discussions, explanations, demonstrations, ask questions, share ideas, lead problem solving, negotiate relationships, invent imaginary worlds, and tell stories.

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<tr>
<td>Using language to express thoughts, feelings, and ideas</td>
<td>“Why don’t you come over and play with me, buddy?” calls Chris (4 years) to his friend Jonathan. Mingi (16 months) watches four-year-olds drawing. He crosses the room to an educator and growls deeply at her. She crouches down and takes him by the hand. He leads her to the table and points to the tiger Bilal has drawn, and growls one more time. “Oh you like Bilal’s tiger! Grrr. Tigers growl.” UNB Children’s Centre</td>
</tr>
<tr>
<td>Using language to make friends, share materials, structure, negotiate, and create imaginary worlds</td>
<td>Sally (4 years) tiptoes around the room chanting, “Alice and I do not like raw vegetables.” Alice (4 years) jumps up and adamantly calls out, “I do so love raw vegetables.” Her educator is working nearby, preparing fresh veggies. “That’s great, Alice, we have some broccoli and carrots for today’s snack.” UNB Children’s Centre</td>
</tr>
<tr>
<td>Using language to ask for help or information, argue, persuade, clarify, celebrate, or instruct</td>
<td>Kareem (4 years) explains his thinking as to why crocodiles survived when dinosaurs did not. “They lived because they swam deep under water.” His educator says, “I didn’t know that — was that all of the dinosaurs, or just some of them?”</td>
</tr>
</tbody>
</table>
SUGGESTED PROVISIONS AND PRACTICES

Demonstrate interest and respect for children as conversational partners and encourage taking turns in conversations.

Ensure children’s access to a range of materials as they make choices and negotiate play and social relations.

Model problem-solving talk with children; talk about issues of friendship and access that may be occurring in children’s lives.

Encourage children to express their thoughts and feelings to each other.

Build upon children’s initiatives to communicate, sing, enjoy a book, ask a question, or tell a story.

Participate in the delight and pleasure of songs, gestural communication, and explorations.

Support children’s attempts to communicate their intentions, efforts, inventions, discoveries, friendships, and problem solving; help them make intentions clear, elaborate, and be specific; be aware of the choices they make and bring models of their creations forward.

Listen carefully and support children’s efforts to investigate their ideas, feelings, and questions; talk about texts, events, ideas, feelings, and questions; record and honour children’s words, thoughts, and ideas through multiple forms of documentation.

Collect resources to build and expand upon children’s expressed interests.
Communicative Practices

Children extend ideas and take actions using language.
Educators provide opportunities for children to initiate discussions, explanations, demonstrations, ask questions, share ideas, lead problem solving, negotiate relationships, invent imaginary worlds, and tell stories.

For Reflection

How do adults affirm and extend children’s language and thinking? Think about the use of paraphrasing, restating the child’s ideas, describing, wondering; and open-ended questions such as, “Tell me about your building, painting, game, etc.” or “Can you tell me how you solved that problem?” “What could we do next?”

Consider the ways you initiate communication and respond to nonverbal children. Think about how you ensure augmentative communication, for example — pictobards or Braille — within the centre community.

How do you model problem solving strategies throughout the day in all activities? Think about questions such as: “I wonder how else we could do this; do you have another idea?” “Does that idea work for you?” “Can we change the rules so everyone could play?”

How do you record and honour children’s thoughts, feelings, and inventiveness through multiple forms of documentation? Think about the use of camera and tape recorder in conjunction with writing down what children say. Think about writing down their speech to caption their paintings, drawings, or three-dimensional constructions. Extend conversations by naming, using keywords, explaining and talking about objects and events, and discussing the recent past and near future.
Inclusiveness and Equity          Compassion and Caring
•
Living Democratically

Individuality                     And Independence

Social Responsibility

Communication

Imagination, Creativity & Play

Spirituality

Zest for Living and Learning

Aesthetics
**MULTIMODAL LITERACIES**

**Children explore a variety of sign systems.**

_Educators provide a range of materials for children to simultaneously use the sign systems of language, music, math, art and/or drama._

### What’s involved in learning

<table>
<thead>
<tr>
<th>Becoming familiar with the sign systems of language, music, math, art, and drama</th>
<th>Samantha (4 years) collects scissors, masking tape, ribbons, buttons, and paper from the shelves in the studio space of her centre. “I am going to make a magic crown.” Later in the day she plays princess with her friends in the house corner, wearing her magical crown.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging in multiple forms of representation</td>
<td>In the block corner, Miriam (4 years) represents her sink overflowing at home. When she finishes the structure, she gathers up markers and paper, adding details from the incident that she could not represent with blocks — such as her mom standing with hands on hips, and water flowing over the edge of the kitchen sink. <em>UNB Children’s Centre</em></td>
</tr>
<tr>
<td></td>
<td>Rachel (2 years) is playing with the Jack-in-the-box toy. She says to her educator, “Sing, Gail, sing.” “All around the mulberry bush...” sings Gail. Rachael cranks the handle and exclaims, “Pop goes the Weasel!” <em>Kings County Kids Daycare Centre</em></td>
</tr>
</tbody>
</table>
SUGGESTED PROVISIONS AND PRACTICES

Ensure access to a rich range of materials, for example — paint, markers, blocks, musical instruments, dress-up clothes, puppets, clay, sand, water, treasure baskets, and found objects.

Ask children to share their thinking about their block buildings, playdough sculptures, songs, dances, mark making, painting, and socio-dramatic play.

Ensure that children have access to a range of tools and media in all learning areas, indoors and out.

Help parents appreciate their children’s multimodal symbol use by documenting the ways children integrate the symbols of different sign systems.

Converse with children about their works-in-process to help make their thinking visible; listen for the connections and comparisons that children make, and build upon these.
MULTIMODAL LITERACIES

Children explore a variety of sign systems.

Educators provide a range of materials for children to simultaneously use the sign systems of language, music, math, art and/or drama.

What’s involved in learning

Transforming knowledge from one mode to another

Sample narratives

A group of three-year-old children on the playground excitedly begin to talk about what a squirrel is doing. The educators, Christa and Maria, record their talk and take photos of the children watching the squirrel. Later they ask the children what they know about squirrels and create a list. The educators make a plan to bring in books to extend their interest. *Unicorn Children’s Centre Inc.*

The educator, Jill, works with a small group of four-year-olds to build a papier-mâché dragon. One of the boys says, “I would like to make up a story of a dragon.” Jill writes down his story and then a group of children perform it as a play. *UNB Children’s Centre*

Hannah-Jo (3 years) builds a ferry out of blocks and drives about 20 different vehicles onto her ferry taking care to line them up in rows. She discovers one of her vehicles matches a picture in a book she read. *Unicorn Children’s Centre Inc.*
Suggested Provisions and Practices

Talk with children about their processes as they build, construct, sculpt, play, sing, dance, draw, paint, or make music.

Tell and retell stories with children - their own and traditional tales.

Listen for children’s thinking and build upon their theories, questions, and connections.

For Reflection

What resources and sustained time do children have on a daily basis to support their growth in symbol-use within the five sign systems? Think about children’s access to tools for mark-making in a range of areas in the room, props for shaping and extending dramatic play, a range of books, musical instruments, magazines, pictures, charts, labels, number play name tags, signs, notes, videos. How are home languages of all children valued in spoken and printed form?

How does the social experience gained from peer interaction contribute to multimodal literacy engagement and production? Think about how you provide for children to share ideas, thoughts and experiences, songs, dance, block building, poems, letters, lists, and jokes. How are pleasure, curiosity, and persistence modelled and honoured?

How are materials cared for, displayed, changed for novelty, and transported from one area to another? Think about how you support children in their use of mixed media (or multiple representational forms) to share ideas, thoughts and experiences, songs, dance, block-building, poems, letters, lists, and jokes with each other.

Talk with children about their processes as they build, construct, sculpt, play, sing, dance, draw, paint, or make music.

Tell and retell stories with children - their own and traditional tales.

Listen for children’s thinking and build upon their theories, questions, and connections.
**Multimodal Literacies**

**Children engage in multimodal meaning making.**

Educators ensure that children have access to the symbols and literacy practices of language, music, math, art, drama, and new technologies; they value and extend children’s literate processes, products, and productions.

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**What’s involved in learning**

**Engaging with the symbols and practices of language**

Lee (2 years) visits his four-year-old brother’s class often. He joins the older children at the writing table creating his own marks with scribbles and circles.

Adam (4 years) walks into the room early in the morning. He is wearing a bright red sweatshirt with CANADA printed across it. His friend George calls out loud, “Canada.”

Anjali (3 years) runs over to his educator, Angie, saying, “Look Angie, look Angie, I made an A. Can you take a picture?” She had taken the music sticks and used them to create an “A” for her name. Angie takes a photograph of it to add to Anjali’s collection of learning stories. *Passamaquoddy Children’s Centre Inc.*

Given a large print alphabet puzzle to use with her three-year-olds, the educator, Angie, sets it in the corner to see what the children will do with it. Not ten minutes later, all six children are putting it together. They shout out letters for their own names and cooperate to find the right pieces for each letter. Angie decides to take the learning further and play a game with them. Each takes a turn finding every letter in their names while jumping from piece to piece to spell them out. By the end of the hour, five of the six children can spell their names and recognize letters from other children’s names. *Passamaquoddy Children’s Centre Inc.*
SUGGESTED PROVISIONS AND PRACTICES

Foreground **reading, writing, speaking, listening, viewing,** and **representing** in daily experiences.

Ensure exposure to a range of texts, signs, labels, and images that are posted in children’s environments — on clothes, footwear, toys, in picture books, directions, poems, songs, signs, maps, information, and story books.

Provide children with mark-making tools such as markers, crayons, chalk, pens, and pencils.

Help children recognize their names and talk in print by creating text with and for children: sing name songs; provide a name card for each child; write down their dictated stories; caption their drawings and paintings; record their poems or songs; write notes, lists, and recipes.

Encourage children to use letters from known words, such as their names, and to invent their own spellings.

Recognize that children’s marks are meaningful; ask them to read their marks to you.
**Multimodal Literacies**

**Multimodal meaning making.**

_Educators ensure that children have access to the symbols and literacy practices of language, music, math, art, drama and new technologies and they value and extend children's literate processes, products and productions._

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<td>Engaging with symbols and practices of music</td>
<td>The three and four-year-olds march their way to the playground beating their hand-made drums in time to their steps.</td>
</tr>
<tr>
<td>&quot;Listen, listen, I have a new song,&quot; Yahya (4 years) says as he proceeds to sing a story about dinosaurs. His educator, Mollie, overhears him singing and writes down his song on chart paper. At group time, Yahya teaches his new song to his friends. <em>UNB Children's Centre</em></td>
<td></td>
</tr>
<tr>
<td>Engaging with symbols and practices of math</td>
<td>The children are invited to draw their eyes and place the colour on a bar graph with help from their educator. &quot;But my eyes are blue-green,&quot; Alexis (4 years) states, and an extra category is added to the graph.</td>
</tr>
<tr>
<td>Mitchell (4 years) and Ahmed (4 years) help their educator, Jill, to hang up class mailboxes. They discover that there are only 18 mailboxes for the 20 children in the class. Jill provides the two boys with a class list and shows them how to check off names to find out which names are missing. <em>UNB Children's Centre</em></td>
<td></td>
</tr>
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</table>
Suggested Provisions and Practices

Foreground **singing, movement, music, and music-making** in everyday experiences.

Ensure that children learn a wide range of songs, chants, and finger rhymes to use in times of transition, planned groups, and spontaneous use.

Join children’s spontaneous sounds, song making, and dance.

Experiment with various forms of songs: marches, lullabies, classical, folk, country — including songs from home.

Explore children’s sounds and movements when inventing shakers and drums; invite them to plan their own designs and predict what kinds of sounds their materials will make.

Explore percussive instruments such as tambourines, triangles, bells and small drums.

Foreground **number, shape and spatial relations, measurement, graphing, patterning, and sorting** in daily experiences.

Encourage number recognition and representation through meaningful counting and number experiences: child’s age, number of steps to door, numbers in the environment, graphing, measuring ingredients, and distributing food during snack time.

Encourage children to predict possibilities and engage in simple data collecting, tallying, and graphing to answer the questions they raise.

Engage children in the language of shape and spatial relations in everyday activities: over, under, beside, between; turns, slides, cylinders, squares, and cubes; furthest, nearest, etc.

Invite children to engage in patterning, matching, sorting, and collecting objects using personal and other rules; help them to recognize shapes and patterns in the environment.
**Multimodal Literacies**

**Children engage in multimodal meaning making.**

Educators ensure that children have access to the symbols and literacy practices of language, music, math, art, drama and new technologies and they value and extend children’s literate processes, products and productions.

**What’s involved in learning**

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<td>Engaging with symbols and practices of art</td>
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Sarah (2 years) explores painting outside. Using the paintbrush in small circular strokes, she carefully spreads orange paint onto both of her cheeks.

Hannah-Jo (3 years) creates a collection of cut-outs. Maria, her educator, provides a large piece of paper for her to mount her paper cut-outs. Hannah Jo’s description of each creation is printed on the paper. *Unicorn Children's Centre Inc.*

| Engaging with symbols and practices of drama |

Jayme (3 years) is reading the picture book, *It looked like Spilt Milk*. Christa, her educator, listens to her as she rereads the book over and over, playfully recreating the story. Jayme then retells the story by moving felt pieces on a handmade felt board. *Unicorn Children’s Centre Inc.*
Forefront the artistic language of **colour**, **line**, **space**, **texture**, **shape**, and **pattern** in daily experiences.

Ensure children are exposed to a variety of artistic forms. Explore and create paintings, drawings, printmaking, rubbings, sculpting, block building, map making, collage — being sure to include both 2-D and 3-D creations. Talk about how patterns, shapes, lines, textures, and colours appear in everyday objects, both natural and constructed.

Model the language of product and process specific to the artistic tools used: paint, paintbrushes, pencils, garlic presses, rolling pins, cookie cutters. Talk about how materials change as a result of children’s actions upon them.

Display children’s work with care; talk with children and adults about their art products and processes.

Provide a playful space for children to act out their stories and explore the use of **speech**, **posture**, and **gesture** in performance.

Encourage dramatic play, puppet play, and felt board play, as avenues for re-telling stories and creating action games, verbal and non-verbal.

Invite children to dictate their stories as you write their words on the page.

Adapt the dramatic play areas of the room to link to children’s daily experiences such as restaurant play, doctor’s office, and going camping.
**MULTIMODAL LITERACIES**

**Children engage in multimodal meaning making.**
Educators ensure that children have access to the symbols and literacy practices of language, music, math, art, drama and new technologies, and they value and extend children’s literate processes, products and productions.

**For Reflection**

What methods does your centre have for documenting children’s language and literacy growth within the five sign systems? How does that documentation inform your responses to children’s learning in individual and collective ways? Think about how adults and children honour children’s invention of stories, songs, poems, maps, 3-D structures, and drama.

How are children supported in their multimodal literacy learning? Think about how you help children connect and extend talk, mark making, constructions, performances, and reading. How do parents and educators share their collective knowledge about language and literacy growth in which children use more than one sign system at once?

Ensure that the methods your centre uses for documenting children’s language and literacy growth within the five sign systems honour their knowledge, skills, and playful exploration. Think about how adults and children honour children’s invention of stories, songs, games, poems, maps, 3-D structures, and drama. How does that documentation inform your responses to children’s learning in individual and collective ways?

They are exercising by Hannah-Jo
Inclusiveness and Equity          Compassion and Caring

• Living Democratically

• Individuality                     And Independence

• Social Responsibility

• Communication

• Imagination, Creativity & Play

• Spirituality

• Zest for Living and Learning
LITERATE IDENTITIES WITH/IN COMMUNITIES

**Children co-construct a range of literate identities.**
Educators ensure children’s rights to participate in, create and critique the products and practices of a range of communities.

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<th>WHAT’S INVOLVED IN LEARNING</th>
<th>SAMPLE NARRATIVES</th>
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<tr>
<td>Creating texts reflective of family, local, and global literacies</td>
<td>The two-year-olds come into their room and notice a recipe hung at their table. “Yeah, we cook today,” calls Hallie. <em>Just Kids Preschool Centre Inc.</em></td>
</tr>
<tr>
<td>Learning various local literacy practices within a range of communities</td>
<td>Vénel joins the group of four-year-olds. His mother lets the educators know that she volunteers for Healing Hands for Haiti. The educators invite her to talk with the children. Through a bake sale and penny collections, they raise money for musical instruments for children living in an orphanage in Haiti. <em>UNB Children’s Centre</em></td>
</tr>
<tr>
<td>Learning the uniqueness and similarities of their family’s literacies and those of others</td>
<td>On a local outing the three-year-old children stop to watch the local clam diggers. Angie, their educator introduces the children to the man in the truck who weighs and buys the fresh clams. <em>Passamaquoddy Children’s Centre Inc.</em></td>
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<td></td>
<td>During community outings, Tammy and Leisa notice the two-year-olds’ interest in trucks. Tammy invites her husband to bring in his transport truck for the children to tour. <em>Chatham Day Care Center Inc.</em></td>
</tr>
<tr>
<td></td>
<td>Leisa notices the two-year-olds are fascinated by vehicles. She invites parents to share vehicle pictures from home. She prepares a photo album for children and their families to read and reread, ensuring every child’s family is represented. <em>Chatham Day Care Center Inc.</em></td>
</tr>
</tbody>
</table>
Suggested Provisions and Practices

Connect children’s interests to local events and practices that they may not know about or could investigate deeply first hand.

Involve children in the literacies and tools of cooking, cleaning, carpentry, and gardening, including related print, pictures, and electronic media.

Plan for children to take part in community events where they can experience the language, art, music, math, and drama of groups of people within their communities. For example, consider: How do people weigh and measure in the community? What kind of dramatic or musical events take place? How do people practice spirituality?

Plan first-hand connections with adults in the community who share the children’s passions and interests.

Respect children’s responses when their family’s languages and literacy practices are shared in the centre.

Recognize and include cultural products from the linguistic, artistic, dramatic, musical, and mathematical lives of diverse families. For example, invite families to share favorite stories, songs, spiritual practices, lullabies, books, recipes, rhymes, hobbies, celebrations, holidays, work, games and pastimes.
LITERATE IDENTITIES WITH/IN COMMUNITIES

Children co-construct a range of literate identities.
Educators ensure children's rights to participate in, create and critique the products and practices of a range of communities.

For Reflection

Become knowledgeable about the artistic and cultural life of your children, their families, your community, and beyond. Think about your own participation in events and communities — do you convey your excitement and interest to the children and build upon theirs?

Think about how you recognize children as readers, writers, musicians, artists, performers, and mathematicians in their own right in their daily lives. Documenting with photographs and drawings is a way of showing that children's representations are taken seriously while honouring the many identities of children and their families.
Inclusiveness and Equity          Compassion and Caring
• Living Democratically
• Individuality                     And Independence
• Social Responsibility
• Communication
• Imagination, Creativity & Play
• Spirituality
• Zest for Living and Learning
**LITERATE IDENTITIES WITH/IN COMMUNITIES**

**Children engage critically in the literacy practices of popular culture.**
Educators are informed about children’s popular culture and support children’s initiative to use this knowledge in a range of literacy practices and events.

<table>
<thead>
<tr>
<th>What’s involved in learning</th>
<th>Sample narratives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transporting and transforming the literacies of popular culture from home into the centre</td>
<td>A well-set-up science area and a Spiderman T-shirt set a spider study into motion in the three-year-old room. Interest is strong with four children wearing Spiderman shirts. <em>Kings County Kids Daycare Centre</em></td>
</tr>
<tr>
<td>Exploring various identities and characters embedded in popular culture</td>
<td>Noticing that the children are still engaging in dress-up play after Halloween, the educators purchase a variety of costumes on sale. The children play at being princesses, knights, princes, dragons, pirates, and Transformers for extended periods of time. Soon children dictate stories and illustrate their own books with their favourite characters. Fairy tales from the library extend the children’s explorations of these characters. <em>UNB Children’s Centre</em></td>
</tr>
<tr>
<td>Growing in their capacity to ask critical questions about stereotypes represented in popular culture</td>
<td>Educators talk with a group of three and four-year-olds about what mommies and/or daddies do. The educators make a list and the children compare their list with the images in the picture books in the room, discovering that their list is broader than the images in the picture books.</td>
</tr>
</tbody>
</table>
Learn about and engage in children's media and popular culture experiences from home.

Listen for the range of media interests that individual children experience in their home lives.

Acknowledge and build upon the media characters that children include in play and talk.

Document how children represent media and popular culture experiences in their play and talk.

Model and invite children to raise and explore cultural questions. For example, what do boys play with? What do girls play with? What makes a bad guy?

For Reflection

Ask your families about children's favourite characters from TV, books, videos, video games and comics, and music or sport celebrities. Think about how taking on these different identities inform children's literate play, and can be extended to incorporate other sign systems.

Explore media representation by asking questions that challenge representations, such as, "What toys do you think both boys and girls would like to play with?" Or, "How come you think that only boys can be Ninjas?"

She is skating by Amelia
### LITERATE IDENTITIES WITH/IN COMMUNITIES

**Children use the literacy tools of digital technologies.**
*Educators are aware and supportive of children’s growing knowledge of digital technologies.*

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<td>Representing their experiences with technologies in everyday life</td>
<td><strong>David (4 years)</strong> loves art. He asks to have the middle cut out of a paper plate. He then writes his name on the plate, holds it up to his face and says, “Say cheese!” He takes his educator’s picture and has his taken as well. <em>Kings County Kids Daycare Centre</em></td>
</tr>
<tr>
<td>Accessing and using digital technologies</td>
<td><strong>Hannah-Jo (3 years)</strong> is walking back and forth with a toy cell phone to her ear. She babbles in a conversational tone, pausing for the imagined speaker on the other end. <em>Unicorn Children’s Centre Inc.</em></td>
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<td></td>
<td><strong>Charlee (3 years) and Aidan (3 years)</strong> are playing a colour recognition game when instantly they begin using the coloured cards for telephones. Aidan signals that the cards are now telephones with, “Oh, hi Charlee, how are you today?” They carry on a conversation that lasts for ten minutes. <em>Passamaquoddy Children’s Centre Inc.</em></td>
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<td></td>
<td>Noticing the children’s interest in the camera, Leigh, their educator, teaches the children how to put the camera strap over their head and invites them to take their own photos to be put into a classroom book. The children describe the printed photos and Leigh records their words. <em>UNB Children’s Centre</em></td>
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<td></td>
<td>“Can you take a close up picture of my building? I want you to take it from this side,” <em>Zack (4 years)</em> directs his educator. UNB Children’s Centre</td>
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</tbody>
</table>
Recognize that children encounter digital literacies in their daily lives: they watch DVDs, play CDs and video games, send emails, use and play at using cell phones, MP3 players, iPods, and cameras.

Observe and learn how children respond to technological innovations. For example, how do they represent their digital experiences through play, art making, performance, numbers, and letters?

Involving children in the use of digital cameras, tape recorders, and computers as a way to document their learning, create texts, and explore websites and CD Roms.

Produce media artifacts and documentation panels with children, such as digital photos of their buildings, paintings, play, or mathematical explorations.
LITERATE IDENTITIES WITH/IN COMMUNITIES

Children use the literacy tools of digital technologies.
Educators are aware and supportive of children's growing knowledge of digital technologies.

For Reflection

What new technologies are available for use in your centre? How is this technology used to document children's learning, as a way to communicate thinking, interests and growth between home and centre?

How do educators, families, and children use technologies in and beyond the centre? Think about access to a range of cultural experiences and economic wealth.