

# CAPABLE. CONFIDENT. CURIOUS.

*From Principles to Practice: Real Ideas. Real Stories. Real Learning.*

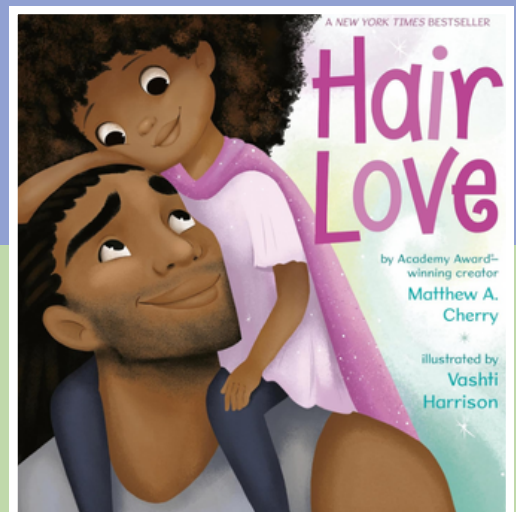
## From the Framework

*Capable, Confident, and Curious: Nova Scotia's Early Learning Curriculum Framework* emphasizes that literacy development begins with how children make meaning: through storytelling, drawing, conversation, and play. These early experiences help children build the foundational skills they need to become confident communicators and thoughtful readers and writers.

Sharing stories like *Hair Love* by Matthew A. Cherry supports this growth by connecting language to children's identities, emotions, and relationships. When we choose books that reflect children's lived experiences, we build vocabulary, comprehension, and narrative skills while also nurturing joyful, purposeful engagement with texts.

## About this Issue

On May 15, we celebrated Black Excellence Day by recognizing the beauty, brilliance, and accomplishments of African Nova Scotians and people of African ancestry. This issue highlights how early literacy experiences, like the story *Hair Love*, can affirm identity, foster joy, and celebrate every child's voice.



## Supporting Language and Communication

***Hair Love* activity ideas that support the following Learning Objectives:**

- Children interact verbally and nonverbally with others.
- Children express ideas and make meaning with a variety of media.
- Children engage with a variety of texts and gain meaning from them.

### Love What Makes You, You!

Use the prompt "I love my..." to guide a story circle. Capture their words and compile them into a book showing how their spoken language becomes text.

### "That's Me!"

After reading, invite children to draw something they love about themselves—like their hair, family, or a special talent.

### Mirror Talk

Set up a mirror and encourage children to describe themselves. Use rich vocabulary and scribe their words on a poster to highlight the power of language in describing ourselves.

## See All the Names

*Submitted by: Kim MacDonald and Renee Deveau*

*John Bernard Croak V.C. Memorial School Pre-primary Program*

Our children's names and pictures are displayed throughout the room, giving the children ownership of the space. They are very proud to point out their names and the photos displayed. Chisom used a dry erase marker at the clear easel and copied each of her peers' names.

Educator: "Wow, Chisom! You must be proud that you can print all of your friends' names."

Chisom: **"I can see all the names over here, and I am putting them on this board."**

Our children can express their ideas and create as they choose. They can tell a story through their drawings and the early symbols they make, developing an awareness of the relationships between oral, written and visual representations.

## Hairdressing Salon

*Submitted by: Terri-Lynn Cameron*

*Thorburn Consolidated Pre-primary Program*

We added hairdressing salon props and tools, including a 1970s hood hairdryer, a spray bottle, and a towel to a dramatic play centre. We opened our salon to the whole school, welcoming clients like the principal, staff, and students. The children pretended to shave or clip beards, straighten hair, dye hair, apply make-up, paint nails, brush hair, and spray hair. They requested clients sit under the dryer, asked \$10.00 for payment, and asked people to sit in the waiting room before their appointment.

As children welcomed clients, gave directions, and discussed services, they practiced important communication skills, expanded their vocabulary, and explored the social use of language.

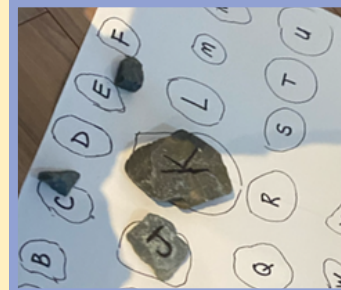
## Letter Hunt

*Submitted by: Miss Jade*

*Home Daycare Provider*

We created a letter puzzle using natural materials, rocks with letters written on them and hid them beneath a pile of leaves. Some children eagerly searched for the rocks, calling out letters they recognized, while others focused on the feel and sound of crunching leaves. One child found a letter and said, **"This is in my name!"** while another sorted them by shape.

This kind of sensory-rich, playful experience supports early literacy by encouraging letter recognition, phonemic awareness, and meaningful language use in a way that feels natural and joyful.



We'd love to feature your story from an early learning and child care program in the next issue of *Capable. Confident. Curious.*

If you'd like to include photos, please email us to request an Image Consent Form.

Story topic: **Exploring Literacy and Numeracy through Nature**

Submit by **June 27, 2025** to be considered for the July issue.

Submit your story to: [ELCCprofessional.learning@novascotia.ca](mailto:ELCCprofessional.learning@novascotia.ca)

**DO YOU  
HAVE A  
STORY TO  
SHARE?**