

Early Language and Literacy Development

CRN 30088

K231

Fall, 2006

August 31 - December 7

(Wednesday 6:30 - 9:15 p.m.)

Three Rivers Community College
Mohegan Campus
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Office Hours by Appointment

K231 Development of Literacy in Young Children

3 credits

Course Description:

This course is designed to examine the developing child beginning with communication in the infant, in the first few months and continuing with language, and writing. Pre-reading, and reading will also be studied. Developmentally appropriate methods and materials will be discussed and students will create their own plans and materials to use with children. An opportunity to gain a greater understanding of the importance of the teacher's role in creating quality environments to enhance the development of children in the areas of science and math through literacy.

Learning Objectives:

1. To give students an understanding of the long continuum of growth of literacy, this has its beginning in the infant's learning and communication.
2. To study the characteristics of learning in the young child which lead to literacy.
3. To study the role of the teacher in facilitating and encouraging the child in the development of literacy.
4. To learn of the effect of the classroom environment and teaching materials including books on the development of literacy in the child.
5. To study the interrelationship of writing and reading in the development of literacy.

Requirements:

1. Reaction Paper (25) .
2. Print Awareness Activity in two parts (See hand-out) (250).
3. The development of literature based plans including activities and materials to support the development of literacy in children (125)
4. A take home quiz on materials covered in the text and from lectures (125)
5. Attendance and participation in class discussion is required (100)
6. Book Share: Bring favorite books to share EACH class! (100)
7. Final Quiz on last day of class (75)

Assignments are expected on date due (see schedule). Absolutely NO assignments will be accepted after the last class.

Required Text:

Machado, Jeanne M., Early Childhood Experiences in Language Arts: Emerging Literacy

Canada: Delmar Learning, 2007

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Date	Covered in class	Reading	Due
August 30	Overview, syllabus, children's books	Chapter 9 P250 – 293	
September 6	Language arts programs	Chapters 5-7 P 120 - 219	Child Author name for approval
September 13	Language Development	Chapter 1 – 4 P 4 – 112	Fairy Tale Unit Book for approval
September 20	Writing Print Awareness	Chapter 16 P 466 – 500	Reaction Paper Due
September 27	Listening Skills	Chapter 8 p 226 – 244	Children Author Paper & Presentation Due
October 4	Story Telling	Chapter 10 P 305 – 321	
October 11	Poetry	Chapter 11 P333 – 339	
October 18	Flannel Board	Chapter 12 P 349 – 354	Print Awareness Part I
October 25	Speech Growth Speaking Goals	Chapter 13 P 382 – 406	
November 1	Speech Growth Gathering	Chapter 14 P 436 – 444	Print Awareness Part II
November 8	Speech Growth Puppets	Chapter 15 P 436 – 444	
November 15	Reading Give out Take Home	Chapter 17 P520 – 545	Literature Base Unit
November 22	Thanksgiving Recess		No Class
November 29	Reading	Chapter 18 P 554 - 566	Take Home Quiz Due
December 6			Final Quiz in Class

* Page numbers revised for Seventh Edition

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Course Evaluation**

The evaluation process will be computed based on the points received for the assignments:

Grade	Equivalent	Quality Points
A	941 – 1000	4.0
A-	891 – 940	3.7
B+	861 – 890	3.3
B	821 – 860	3.0
B-	791 – 820	2.7
C+	761 – 790	2.3
C	721 – 760	2.0
C-	691 – 720	1.7
D+	661 – 690	1.3
D	621 – 660	1.0
D-	600 - 620	0.7
F		0.0

Attendance

This course is designed in such a way that a student should get more from the in class activities than from the text alone. Therefore, students who are registered for this course are naturally expected to attend class and participate in class.

Disabilities Statement

If you have a hidden or visible disability which may require classroom or test taking modifications, please see me as soon as possible, If you have not already done so, you may choose to notify and consult with John Perch, who is coordinating services to students with disabilities, or Chris Scarborough, Disabilities Student Counselor.

Cellular Phones and Beepers

Students are notified that cellular phones and beepers are allowed in class or in the Learning Resource Center only if they are turned off or turned to a silent mode. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement.

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Withdraw Policy

Students may withdraw in writing at the Registrar's Office, for any reason until the end of the 10th week of classes. From the 11th week through the end of the 13th week, a student may withdraw with the signature of the instructor or advisor.

Fall 2006 Academic Calendar

Date	Event
Aug. 28	Classes Begin / Late Registration Begins / Add/Drop Period Begins
Sept. 4	Labor Day - College Closed Instructor's Signature Required to Add Classes
Sept. 10	Last Day of Add/Drop and Partial Tuition Refund
Sept 18	Constitution Day – Classes In Session
Sept 22	System Professional Day / Classes In Session
Sept 23	Last Day to Select Audit Option
Oct. 9	Columbus Day Observed - Classes NOT in Session
Nov. 4	Last Day to Withdraw from classes <i>without</i> Instructor's Signature Last Day to Select Pass / Fail Option Last Day to Submit Incomplete Work from Spring '06 & Summer '06
Nov. 11	Veteran's Day Observed - Classes in Session
Nov. 15	Last day to apply for Spring (May '07 graduation) and for Summer (August '07) completers who wish to attend the May '07 ceremony
Nov. 21-22	Classes Not in Session,
Nov. 23-26	Thanksgiving Recess - College Closed
Nov. 28	Last Day to Withdraw from Classes <i>with</i> Instructor or Advisor Signature
Dec. 11	Last Day of Classes
Dec. 12-20	Class/lab, makeup/supplemental sessions or final exam week
Dec. 22	Final Grades Due Registrar's Office
Dec. 25	Holiday Recess - College Closed
Jan. 2, 2007	Grades available on web

**Fall 2006 K231
Reaction Paper**

Reaction paper Guidelines

Please read the following directions completely before going forward:

1. Read the complete article
2. In the first paragraph summarize: the title of the article, author, source, and what the article is discussing.
3. In the next paragraph explain to me what **YOU** think about the article. Do you agree or disagree? Would you use the article as a reference in a conversation or discussion in class?
4. Conclusion paragraph "In summary or In conclusion"
5. For support in writing your paper go to the TRCC homepage and go to Student Resources then to the Writing Center. Or go to room 106!

Fall 2006 CHDV 231
Sacerdote

Environmental Print Awareness Project

Objectives: Become familiar with a tool for finding out what readers know.
Recognize the strengths and knowledge emerging readers bring to school.

Directions:

1. You must work with two children who are approximately 4 to 6 years old. The children should not be reading already but showing signs that they are interested in reading (emergent readers).
1. Plan on meeting with each child **twice**. You should **not** attempt to do all of the activities in one session. Try to have a tape recorder and if not possible write down everything the child says.
2. Do **not** meet with both children at the same time.
3. Carefully read all the directions **before** meeting with the child and have all materials ready.
4. Immediately after each session take a few minutes to reflect on the session in writing (at least one page).

To be handed in for each part:

1. The **activity sheets** filled in
2. Any **other notes** or child work
3. One page **reflections** for each child for each task activity
4. A paper, typed, double spaced, font no smaller than 12. The purpose of the paper is to comparing the two children in each of the tasks. It is critical that you show evidence in this paper that you have applied what we read and discussed in class.

This will be done in two parts.

Part I: Task 1 Book Knowledge
Task 2 Knowledge of Story Print.

Part II: Metalinguistic Awareness
Task 1: Reading Concepts
Task 2: Written Language Concepts

Part 1 - Task 1: Book Knowledge

Name Student:

Child's name: _____ Age: _____ Date: _____ Time of Day: _____

	Suggested Actions	Suggested Questions	"Expected" Child's Responses
1.	Show book Cover title with hand Flip over pages	"What's this called?" "What's this thing?" (If child answers with the name of the book record and ask "What's (say name of book given by child?)"	<i>(book, story book, story, name of book)</i>
2.	Display book	"What do you do with it?"	<i>(read it, look at it, tell it, open it)</i>
3.	Display book	"What's inside it?"	<i>(story, picture, words, page, letters, thing)</i>
4.	Present book wrong way up and back toward the Child	"Show me the front of this book. Take the book and open it so that we could read it together."	<i>(any indication of front or first page)</i>
5.	Turn to page 3, hold on to the page and say:	"Show me a page in this book." "Is this a page?"	<i>(points to page, yes)</i>
6.	Turn to next page	"Show me the top of this page." "Show me the bottom of this page."	<i>(Indicates top edge or toward top. Indicates bottom of page or towards bottom.)</i>
7.	Hand the book to the child	"Show me the beginning of the story." "Show me the end of the story."	<i>(opens book to the first page and points to the first line. Turns to the last page and points to the last line.)</i>

Part I - Task 2: Knowledge of Story Print

Name Student: _____

Child's name: _____ Age: _____ Date: _____ Time of Day: _____

	Suggested Actions	Suggested Questions	“Expected” Child’s Responses
1.	Give the book to the child	“Read this to me.”	<i>(Record all responses)</i>
2.	(If the child doesn’t read the book or does inappropriate book reading, say:	“I’m going to read you this story. Show me where to start reading.” “Where do I begin?” “Show me which way I go when I read this page.”	<i>(Indicates print on first page. Indicates direction –left to right on page)</i>
3.	Read the page slowly	‘You point to the story while I read it.’	<i>(Exact matching of spoken word with written word. Close matching of spoken and written word)</i>
4.	If there is print on both pages display both pages	“Where do I go now?”	<i>(Points to first line of print on next page)</i>
5.	Read next two pages. Turn to a page with print & a picture on it. Turn book upside down without child seeing you do so.	“Can you or I read this now?” “Why” or “Why not?”	<i>(It’s upside down.” “It’s not right side up.”)</i>
6.	Read to the end of story. Close book and Give to child.	“Show me the name of the book.” “Show me the name of the story.”	<i>Shows title on cover, flyleaf, title page)</i>
7.	Point to title page	“It says here (read book title) by .(read author’s name) “What does by (says authors name) mean?”	<i>(“She/he wrote it.” “She/he made up the story.” “She /he made the book”)</i>
8.	Try for comprehension	“Tell me something about the story.”	<i>(Record all responses; use back of page)</i>

Part 2 Metalinguistic Awareness

This part of the assignment contains two tasks designed to gather information about a child's concepts of reading and of written language. One twenty minute session will probably be sufficient for both tasks.

Task 1 Reading Concepts

Interviewing a child to determine her/his concepts about and attitude toward reading will aid in understanding the perceptions young children have about the function of reading and the reading act itself. Encourage as much discussion as possible in response to these questions.

Name Student:

Child's name: _____ Age: _____ Date: _____ Time of Day: _____

	Suggested Questions	Child's Response
1a.	"Do you like to read?"	
1b.	If yes: "What do you like to read?"	
1c.	If no: "Do you want to be able to read?"	
1d.	If no: "How will you learn to read?"	
2.	"Do you think it is easy to learn to read?"	
3a.	"Do the people you live with know how to read?"	
3b.	"What do they read?"	
4a.	"Do they ever read to you?"	
4b.	"Who reads to you?"	
4c.	"What do they read to you?"	
4d.	"Do you like it when they read to you?"	
5.	"What do you look a while you are being read to?" ("anything else?")	
6.	"Are reading a story and telling a story the same thing or are they different? Why or why not?"	
7.	"Why do people read?"	
8a.	"Do you speak a language?"	
8b.	If yes: "What language do you speak?"	

Part II - Task 2

Written Language Concepts (including pictorial representation concepts)

This task will provide information regarding young children's concepts about writing as well as their use and understanding of print-orientated terminology. Ask the child to write and draw and then to react to the productions. Have available a variety of writing and drawing materials such as colored and white paper, lined and unlined paper, crayons, pencils, marking pens, etc. Note the degree to which the child's choices of materials varies according to the task.

Name Student:

Child's name: _____ Age: _____ Date: _____ Time of Day: _____

	Suggested Action and Questions	Child's Response
1.	Offer paper and implements, say, "Write for me." If no response, say, "Pretend to write for me"	
2a.	"Read me what you wrote."	
2b.	If child says, "I can't." ask "What do you think it says?" or "What did you want it to say?"	
3.	Point to a letter and then a word, "What's this and this?" (Get term word, letter, etc.?)	
4a.	"What do you write at home?"	
4b.	"Do you write at school?"	
4c.	"What do you write at school?"	
5.	"Why do people write?"	
6.	Offer material again. "Draw me a picture."	
7.	Show the child a variety of writing samples (print and cursive) and non-writing samples (simple drawings, geometric shapes) Ask, "Which ones are writing?"	
8.	Write three different looking names (each beginning with a different letter) including the child's and ask her/him to read the names and point to it.	

Literature Based Unit

Purpose: The purpose of this project is to pick a specific fairy tale, folk story, or some historical children's story, and develop a literature based unit. The story must be found in at least three different cultures or countries.

Requirements:

1. Submit copies of book with Unit (if possible), if books are borrowed from Library submit photocopies of the cover
2. Develop lesson plans using at the three versions of the book. At least one lesson plan for each of the following areas of the classroom environment will be included:

Language	Geography	Cooking (optional)
Math	Art	Science
Movement	Music	

Lesson Plans **will be** completed in the following **format:**

~~~~~  
Title

Area: *(language, math, science...)*

Materials: *(what you need to do the lesson)*

Objective/Purpose:  
*(what the learner will gain from the lesson)*

Presentation / Lesson:

- 1.
- 2.
3. Etc

Age: *(toddler, pre-K, K, 1,2,3)*

Comments:  
*(Place to put comments after the lesson is completed)*

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Literature Based Unit continued

Self-evaluation:

Pick any one of the lessons you developed and complete the activity with a small group of children (2 to 5).

Write a self evaluation on the activity.

Include comments on what worked, what did not work.

How long did the activity hold the children's attention?

Did the children get involved?

Did you enjoy the presentation?

Did you have enough materials?

What would improve the presentation?

These comments should be no longer than two pages typed using 1.5 - 2 spacing.

Paper on Children's Author

Pick your favorite children's author.

Research your selection at the LIBRARY.
No more than one internet source.

Divide the paper into four parts:

- a. Biographical information
Birth – childhood – Education
- b. Career
- c. Influence on Children
- d. Summary

Three to five pages, space 1.5, font no smaller than 12, bibliography in the APB format.

Prepare a five to 8 minute presentation on your paper for the class to share what you learned about the author.

Some suggestions:

J. Barrie	Eric Carle
Lewis Carol	A. A. Milne
J.K. Rowlings	Judy Blume
Beverly Cleary	Dr Seuss
Patricia Polocca	Grim Brothers
Mother Goose	Graeme Base
Chris Van Allsburg	Tommy dePaola

Verify your choose with instructor before you go to far. Be sure biographical information is available on your selection.

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Description	Points	Actual
Reaction Paper	25	
Print Awareness Part I	150	
Print Awareness Part II	150	
Literature Unit	150	
Take Home Quiz	100	
Paper Children's Author	150	
Attendance	100	
Book Share	100	
Sub total	925	0
Final Quiz	75	
Total	1000	

Grade	Equivalent	Quality Points
A	941 – 1000	4.0
A-	891 – 940	3.7
B+	861 – 890	3.3
B	821 – 860	3.0
B-	791 – 820	2.7
C+	761 – 790	2.3
C	721 – 760	2.0
C-	691 – 720	1.7
D+	661 – 690	1.3
D	621 – 660	1.0
D-	600 - 620	0.7
F		0.0