Spring 2000

EDUC 329: Reading in Early Childhood

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Dordt College

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**EDUC 329 Reading in Early Childhood**  
C118, 2:00 - 2.50 Mon., Wed., Fri.  
Spring 2000

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**Course Description:** This course is designed to cover the principles involved in the development of literacy in children up to age eight. Appropriate methods and materials will be covered. Special attention will be given to the teaching of phonics in the primary grades.

**Course Goals:** This students will be able to:
1. understand how young children develop literacy.
2. become familiar with strategies that foster emergent literacy.
3. understand the unique characteristics of young learners.
4. articulate a biblical approach to teaching in the early childhood classroom.
5. understand how historical trends in society have effected the education of young children.
6. critique the prevailing world views in early childhood education (e.g. developmentally appropriate practice, skill and drill).
7. understand how culture, gender, ethnicity, and learning differences influence child development and learning.
8. select and implement appropriate teaching strategies.
9. select and implement evaluation procedures to improve the learning of students.
10. effectively use skills in communication to write and present information to peers.
11. write and teach lessons appropriate for elementary students.
12. conduct and write a case study.
13. participate in discussions and classroom activities.

**Instructional Materials:** Available at the Dordt Bookstore.
- Cunningham, Patricia M. (2000). *Phonics They Use*, 3rd edition
- Class packet

One of the following: [Don't buy until later]
- Avery, C. (1993). *And With a Light A Touch: Learning about Reading, Writing, and Teaching with First Graders*. (Because of the length of this book, selected chapters will be read)
- Fraser, Jane & Skolnick, Donna (1994). *On Their Way-Celebrating Second Graders as They Read and Write*.

*Because this class requires the purchase of three books, you might consider buying the Morrow text and then pairing up with another student, one will buy the phonics book, and the other will buy the choice book.

**Methods of Instruction:** Students will have opportunities to present materials and lessons in class. Class demonstrations and videos along with discussions will be used. Students will work with a young child in assessing literacy development and will observe in a preschool classroom. Three hours of practicum are provided through this class.
Course Requirements and Assignments:

1. **Class Attendance and Participation.** Class attendance and participation are essential for your learning. If you will be late to class or absent, please let me know prior to class if at all possible. An e-mail message is expected. (Goal 10,13)

   Participation includes the following:
   - readiness and willingness to share with others
   - support of others' learning
   - active participation
   - punctual daily attendance
   - reading aloud an age appropriate book of your choice (a schedule will be circulated)—there are several lists of suggested books at the back of the syllabus (appropriate for read alouds and big books)
   - preparation for class by reading the assignments
   - completion of quick writes

   **20 points**

2. **Tests.** Three tests will be given on Feb. 9, March 6, and May 4 (Goals 1,2,3,4,5,6,7)

   **300 points**

3. **Book Group Presentations.** Besides the two required texts, you will select and read one of the four choice books. You will be discussing your choice books with a small group of future teachers who also selected the same book. All members of the group should read the material. You will also keep a journal while reading. This journal should include reactions to what you read and ideas that might be useful for your handout and presentation. The journal can be handwritten and should be about two handwritten pages for each session (total of about six pages). Each book group will give a **20 min. presentation** in class. Since the presentation is only 20 min. and since the rest of the class has not read your book, make your presentation a sharing of practical tips learned, learning activities, etc. You may chose to demonstrate one learning activity that you think is unique and educationally sound. The handout can summarize what the book was about but should be short and useful to the class. This handout should be typed and a copy given to all members of the class. The handout should be about one page in length and include the bibliographic information. You may give your handout to Kay DeBoom and she will copy it for you. You will be evaluated on your journals, participation in the group discussions, the presentation, and the handout. See evaluation sheets in packet. (Goals 1,2,3,4,6,7,10,13)

   **Due April 12 or 14 100 points**

4. **Big Book, Word Activities, and Lesson Plan.** We will be taking some class time to make big books of appropriate literature for shared reading. I would like you to think about a poem or short story that you would like to make into a big book and bring it to class on the day we make the big books. Because some stories are better for incorporating phonics into them, please consider this before starting on your big book. The materials on reserve for phonics are excellent sources of good books. I will also show you possible ways to make the books so you can come prepared with the correct materials. Along with the book, I would like you to make two teaching games or activities that goes along with the book and teach word recognition skills (phonics, sight words, or structural analysis). Next, I want you to write a short lesson plan for using the book to teach sight words and a Phonics skill. The lesson plan should be for three to five days and be about 2-3 pages in length. You should use ideas from Phonics They Use. There will be a time of informal sharing of books, activities, and lesson plans. See evaluation sheet in packet. Sample lessons from last year are on reserve at the library circulation desk. Please hand in two copie of the lesson plan. (Goals 2, 8,9,10,11)

   **Due March 27, 29 or 31 200 points**
5. **Case Study.** The best way to learn about literacy development in children is to observe and talk with them. For this project I want you to find a child (ages 3 to 8) and then do a number of things with the child. First you should make contact with the child and get to know the child a bit. A relative or a child you babysit for would be ideal because the child will feel more comfortable with you. You will also be interviewing the child's parent(s). This is a project I want you to complete over the course of the semester so you will need to pace yourself in order to complete the various aspects of the case study. The packet has a detailed outline of what is required. A consent form is also included. The case study should be about 3-5 pages in length (excluding appendixes). I am willing to look over the parts of the case study as you write it and give you suggestions. Keep in mind that parents will be reading this case study so make sure you writing is clearly and professionally written. Please hand in two copies. (Goals 1, 3, 7, 9, 12)

**Due April 21**

**200 points**

Note—At the back of the packet there are several useful lists of books—

- Books that develop phonemic awareness
- Books with musical possibilities
- Books for teaching math concepts
- Books for babies

**Materials on reserve:**


**Not on reserve but useful:**

*Phonics Curriculum Materials*

Saxon Phonics

Vo Wac

Modern Curriculum Press

*Other Phonics Materials*

*Touch Phonics*

Anselmo, Rollins, Schuckman, *R is For Rainbows*

Auld, *Cut and Paste Phonics*

Burch, *Phonics Art Projects*

Barba & Ungaro, *The Complete Letter Book*

Blevins, *Phonics from A to Z*

Brown & Carey, *Hands on Alphabet Activities for Young Children*

Burch, *Phonics Bulletin Boards*


Joy, *Short Cuts for Teaching Phonics.*

### CLASS SCHEDULE

Note: Chapters refer to the main text (Morrow) and titles in quotes refer to packet items.

Note: All assignments, except the journals, should be typed, spelled checked, and proofread for adherence to the conventions of written English.

Note: Days for book readings are indicated on syllabus-check schedule for your specific date.

Note: **Bold** indicates when something is due. (*Bold*) in parentheses indicates part of the case study that should be completed at this time even though it is not due.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Jan. 12</td>
<td>Introduction</td>
<td>Introduction</td>
</tr>
<tr>
<td>14</td>
<td>Chapter One</td>
<td>Foundations</td>
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<tr>
<td>17</td>
<td>&quot;Focus on Lev Vygotsky&quot; &amp; &quot;Scaffolding in the Zone of Proximal Development&quot;</td>
<td>The ZPD (video)</td>
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<tr>
<td>19</td>
<td>Chapter Two</td>
<td>Observing and Assessing</td>
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<td></td>
<td>[Book reading #1]</td>
<td>Concepts about Print</td>
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<td>21</td>
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<tr>
<td>24</td>
<td>&quot;Children prenatally exposed to crack or cocaine&quot; &amp; &quot;Learners who speak languages other than English at home&quot;</td>
<td>Early Intervention</td>
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<tr>
<td></td>
<td>[Book reading #2]</td>
<td></td>
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<tr>
<td>26</td>
<td>Chapter Three, &quot;Lessons from home&quot; (Case Study-Interview)</td>
<td>Family Literacy</td>
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<td></td>
<td>[Book reading #3]</td>
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<td>28</td>
<td>&quot;Why Ernie can't read: Sesame Street and literacy&quot;</td>
<td>Sesame Street &amp; TV</td>
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<td>&quot;What's New on Sesame Street&quot;, &quot;No TV...&quot; &amp; &quot;To Screen...&quot;</td>
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<td>31</td>
<td>&quot;Exposing the edge of the preschool curriculum&quot;</td>
<td>Equal opportunities?</td>
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<tr>
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<td>&quot;Cut off Date for Entrance...&quot;, &quot;Trouble Ahead...&quot;, &quot;Retention is no...&quot;, &amp; &quot;Failing children twice...&quot;</td>
<td>Age and retention</td>
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<td></td>
<td>[Book reading #4]</td>
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<td>Feb. 2</td>
<td>Chapter Four</td>
<td>Language Development</td>
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<td></td>
<td>[Book reading #5]</td>
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<td>4</td>
<td>&quot;Baby talk&quot; (Case Study-Narrative Abilities)</td>
<td>Language Development</td>
</tr>
<tr>
<td>7</td>
<td>Chapter Five &amp; “Reading Aloud to Very Young Children” [Book reading #6]</td>
<td>How Young Children Learn to Read and Write</td>
</tr>
</tbody>
</table>
9 Test One on Chapters 1-5, articles, video

11 Chapter Eight
   [Book reading #7] Developing Reading Through Learning About Print

14 Phonics They Use- Introduction, pages 172-185
   [Book reading # 8] Phonics

16 Phonics They Use- Chapter one Foundations for Phonics

18 Phonics They Use- Chapter two Reading and spelling high frequency words

21 Phonics They Use- Chapter three Using phonics and spelling patterns
   Activity-Making Words

23 Phonics They Use- Chapter four Big Words

25 [Book reading # 9] Phonics Ideas and Activities

28 Chapter Seven
   [Book reading #10] Concepts About Books
   Shared Book Components

March 1 “Guided Reading: Powerful Teaching for Word Solving” Example-guided reading
   [Book reading #11]

3 “What kind of text-For whom and when?” Appropriate Texts
   Meet in LRC [Book reading #12]
   look at choice books

6 Test Two on Phonics They Use, Chapters 7 & 8, articles, videos

8 Bring materials for making Big Books
   Will meet in LRC-consider what text you will use and how this text can teach sight
   words and phonics skills (might want to look at materials on reserve before deciding
   on a text) [Book reading # 13] Sign up for choice book

10 Spring Break-

22 Chapter Nine
   (Case Study-Writing)
   [Book reading #14] Writing

24 Assessing Writing and Spelling Development
   [Book reading #15] Book groups meet and decide how to divide up readings

27 Informal Sharing of Big Books —two copies of lesson plan
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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| April 3 | Choice book discussion and planning for presentation—have first assignment read and journal written  
(Book reading #16) |
| 5 | Choice book discussion and planning for presentation—have second assignment read and journal written  
(Book reading #17) |
| 7 | Interactive Writing |
| 10 | Choice book discussion and planning for presentation—have third assignment read and journal written  
(Book reading #18) |
| 12 | Presentation of choice book—two groups—20 minutes each  
Have handout for class—hand in journal |
| 14 | Presentation of choice book—two groups—20 minutes each  
Have handout for class—hand in journal |
| 17 | Children Literature ideas  
(Book reading #19 & 20) |
| 19 | Speaker |
| 21 | Case Study is due—two copies  
Reporting of findings |
| 24 | “The Literacy Pyramid organization...,”  
“A multidimensional reading program,” & “The multiage challenge.”  
(Book reading #21)  
Putting it all together |
| 26 | “Literacy Centers,” “Kindergarteners ‘chose’ to read,”  
“Classroom diary,” & “Teacher Tips for Transitions”  
(Book reading #22)  
Organization Tips |
| 28 | Last Day of class  
Issues related to early childhood education |

Final Test—May 4 from 1:15 to 3:15 on Chapters 9 and articles