

Resources and Activities in My Toolbox



Topic	Toolbox Resource Used (* in Landing Pad)	Toolbox Example
<p>Infancy and Language Development</p>	<p>In Class Field Experience</p> <p>Video 6 Fun Things to Get Baby Ready to Read* 3:22 https://www.youtube.com/watch?v=4N6z7mDwVdM</p> <p>Articles From Lullabies to Literature* http://www.naeyc.org/store/files/store/TOC/2010_0.pdf</p> <p>Reading Aloud with Children of All Ages* https://www.naeyc.org/files/yc/file/200303/ReadingAloud.pdf</p> <p>Resources Promoting Early Literacy with Infants and Toddlers* http://jeffline.tju.edu/cfsrp/tlc/forms/earlyliteracy.pdf</p> <p>Speech and Language Milestones* http://www.aapd.org/media/Policies_Guidelines/RS_HearingUnderstanding.pdf</p>	<p>• Infant Resource Share Forum</p> <p>It is always important to be developing and collecting resources that you can refer back to when working with children. Take the opportunity to add to your Literacy Toolbox with ideas from others about their book suggestions. You can also download and save any of the articles/PDF files you read in this course into your Literacy Toolbox File on your Desktop (you'll need to create one). That way, you can refer back to them as you would a text.</p> <p>Post #1</p> <p>1. Sharing Infant Resources</p> <p>Using the last page of the Promoting Early Literacy with Infants and Toddlers Article, search Amazon (http://www.amazon.com/) for the following:</p> <ul style="list-style-type: none"> • 1 book that would be appropriate to share with younger infants (0-6 months) and • 1 book that would be appropriate to share with older infants (6-12 months). • 1 book that would be appropriate to share with a dual language infant who has Spanish spoken to him/her at home • Share the titles and a link to the Amazon page at which you found it • Share why each book is appropriate for this age level <p>2. Video Share</p> <ul style="list-style-type: none"> • Watch the video once and take notes on the methods the adult uses to read to the child. What method have you used or would like to use with an infant? Why? • Watch the video a second time and choose a specific segment. Then name the segment and share what Speech and Language Skills the infant in that segment demonstrates based on the Speech and Language Milestones handout found in the Forum Assignment section for this week. <p>3. Article Share</p> <ul style="list-style-type: none"> • Choose one of the articles to read (not a resource article). After reading it, summarize what you learned in 3-5 sentences giving what you think are the most important points. <p>Post #2:</p> <p>Read all the posts in the class and then respond to the first post of a classmate who has not yet received a reply.</p> <p>Respond to the person's idea by doing the following:</p> <ul style="list-style-type: none"> • Go to the Amazon links and comment on the books suggestions made (explain why you do/do not agree with the recommendations) • Comment on their Video Share and Article Share, explaining two things you observed or learned in the video you watched. • Ask 1 further question about his/her post that will get the other person thinking about what he/she wrote. You may ask a question to clarify or you may ask a question to further his/her thinking. <p>Post #3:</p> <p>Do same as post #2. <i>Then, reply to someone who has responded to you with a "thank you" and give an explanation of how his or her message was helpful and answer the given question.</i></p> <p>Make sure you check your spelling and use professional language.</p>

Topic	Toolbox Resource Used	Toolbox Example
Classroom Literacy	<p>Textbook <i>Anti-Bias Education for Young Children and Ourselves</i></p> <p>Background Information on School and Classroom Form (attached)</p> <p>Tools Classroom Literacy Environment Checklist* http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/get-ready-to-read-literacy-checklists</p> <p>ECE Classroom Observation Form* http://www.childcaretrainingacademy.com/uploads/4/3/8/5/4385398/ececlassroomobservationform.pdf</p> <p>Storytime Early Literacy Observation Checklist (attached)</p>	<p>Observation #2 – Classroom Literacy Assessment and Observation</p> <p>Using formative assessment to document the ways in which an early childhood program implements literacy environments and experiences is an important skill that educators should be able to use in their own classroom as well as others' classrooms. During this observation, you will see a preschool or kindergarten classroom during center time. You will also be observing the class during a read aloud/circle time.</p> <p>Here are the resources you will be using during this observation time found in the Assignment section for this week.</p> <ul style="list-style-type: none"> • Background Information on School and Classroom – complete information about the school • Classroom Literacy Environment Checklist – use during classroom and center time – Give final grade • ECE Classroom Observation Form– use during classroom and center time Note items of concern and of strength within language and literacy in the classroom. • Checklist for Assessing the Visual Materials Environment in <i>Anti-Bias Education</i> -(pages 161-2) – Use during classroom and center time • Story time Early Literacy Observation Checklist – use during circle/group read aloud time. <p>Choose a preschool or kindergarten. It should not be your own place of work.</p> <p>You are going to be visiting the school and observing the classroom for at least two hours. You will be observing center time as well as circle time/read aloud time. Do the following to complete the observation:</p> <ul style="list-style-type: none"> • Call the school and explain you are doing this with college program name and need to observe a preschool/kindergarten classroom during the school day. Be sure to tell them that you would like to observe for at least two hours and see center time as well as circle/group read aloud. You need the director's/principal's permission. • Explain that you will sit out of the way and be taking notes for a paper about literacy and language in classrooms. You will not share any teacher/student/family names in your paper and the center can be anonymous if they prefer. • Agree upon the time to come. You should come earlier than agreed to be situated in an area to observe. Introduce yourself to the office staff, director, and teachers. Ask them if there is anything you should know before observing in their classroom. Be sure to be quiet and respectful during the observation. • During the observation, you will be looking at the classroom and the centers closely, so you may need to move around the room. Clear this with the teacher prior to doing so. • You may not see evidence of everything on the checklists. Often these checklists are to be noted throughout an entire day of observation. Be honest and careful about your observations. • Take notes on the checklists if necessary. Thank the director/principal and teacher at the end of the time and you may consider sending a thank you note to the school. • When your observation time is completed, it is then time to write up your observations. See directions below. <p>You will be using the completed checklists to write your paper.</p> <p>During your observation, you will need a print out of each of the checklists above (make a copy of pages 161-2). Then complete the checklists and make notes about things you want to remember and use in your classroom and also make notes about where the classroom needs improvements. You are looking at the strengths and weaknesses in classroom literacy during this observation.</p>

Topic	Toolbox Resource Used	Toolbox Example
Classroom Literacy (continued)		<p>Directions for Writing Project: Classroom Literacy Assessment and Observation</p> <ul style="list-style-type: none"> • Using the information from each of the worksheets noted in the above directions, write a paper explaining the results of your data. • Paragraph 1: In paragraph form, explain the information you learned in Background Information on School and Classroom. Include all the information gathered. • Paragraph 2: In paragraph form, explain what you observed using the Classroom Literacy Environment Checklist. You will be telling the grade this classroom earned as well as the strengths and weaknesses for the classroom as seen in the literacy checklist. Also, be sure to give at least one example of a strength and weakness according to this checklist. • Paragraph 3: In paragraph form, explain what you observed using the ECE Classroom Observation Form. Explain specifically (according to this checklist) the classroom's strengths and weaknesses in the area of literacy. Also, be sure to give at least one example of a strength and weakness according to this checklist. • Paragraph 4: In paragraph form, explain what you observed with the Checklist for Assessing the Visual Materials Environment. Explain specifically (according to this checklist) the classroom's strengths and weaknesses in the area of literacy. Also, be sure to give at least one example of a strength and weakness according to this checklist. • Paragraph 5: Explain what you thought about the checklist observations in paragraphs 2-4. <ul style="list-style-type: none"> ○ What were your initial thoughts as you observed the classroom and what the children were learning? ○ Would you like to have your child learn here? Why or why not? Did you feel it was a literacy-based classroom in which children were learning literacy skills? ○ Which checklist do you prefer and why? If you were to use a combination of checklists, explain which would you use and why. • Paragraph 6: In paragraph form, explain what you observed with the Storytime Early Literacy Observation Checklist. Explain specifically (according to this checklist) the presenter's strengths and weaknesses in the area of presenting a storybook/group reading time. Also, be sure to give at least one example of a strength and weakness according to this checklist. • Paragraph 7: <ul style="list-style-type: none"> ○ Explain what you thought about the observations in Storytime Early Literacy Observation Checklist. What were your initial thoughts as you observed the presenter? ○ Would you like to have your child learn with this presenter? Why or why not? ○ Did you feel the presenter was prepared for the circle/group read aloud time in the classroom? Why or why not? ○ Would you use this checklist again? Why/why not? • Paragraph 8: In paragraph form, explain these things: Why you think this assignment is helpful in understanding how to work with children in a literacy rich setting? What are three things that you will take away as an educator to use in your own classroom at some point and why are each of these important to you? If you could ask the teacher three questions, what would you ask them about setting up a literacy rich classroom? What do you think are the major challenges in setting up a literacy-rich classroom?

Topic	Toolbox Resource Used	Toolbox Example
<p data-bbox="77 184 228 281">Development of Listening Skills</p>	<p data-bbox="261 184 342 216">Article</p> <p data-bbox="261 220 553 373">Talking and Listening* www.nicurriculum.org.uk/docs/foundation_stage/areas_of_learning/language_and_literacy/LL_TalkListen.pdf</p> <p data-bbox="261 411 553 443">In Class Field Experience</p> <p data-bbox="261 478 553 632">How to Create a YouTube Playlist http://www.youtube.com/playlist?list=PLhwy3q7CvmVES928Cf9Vklc-gABLLnBJZ</p> <p data-bbox="261 667 537 867">Instructor Resources Goh, C. (2002). <i>Teaching listening in the language classroom</i>. Singapore: SEAMEO Regional Language Center.</p> <p data-bbox="261 905 516 1066">Wolvin, A. D. , & Coakley, C. G. (1996). <i>Listening</i> (5th ed.). New York: McGraw-Hill.</p> <p data-bbox="261 1104 553 1329">Videos Teach Children Music- Skipping a Beat & Developing Gross Motor Skills* https://www.youtube.com/watch?v=9QxM9iarlTQ</p> <p data-bbox="261 1367 553 1591">Bean Bag Walk: Developing Receptive Language* https://www.youtube.com/watch?v=zKvliCKnenE&list=PL1DE8C47047F16821&index=18</p> <p data-bbox="261 1629 553 1854">I'm Thinking of Something: Developing Listening Skills* https://www.youtube.com/watch?v=bL3GuOM8TIA&list=PL1DE8C47047F16821&index=19</p>	<p data-bbox="586 149 1049 216">Learning Through Listening Assignment <i>Research Article – Talking and Listening</i></p> <p data-bbox="586 243 1479 310">After reading the Research Article, Talking and Listening, found in the Assignment section of this week, complete the following activity.</p> <p data-bbox="586 331 1442 432">Wolvin and Coakely in 1996 (cited in Goh, 2002) identified five types of listening according to the purpose of listening. Some of them are included here with other additions. These types of listening are:</p> <ol data-bbox="586 436 881 636" style="list-style-type: none"> 1. Discriminative Listening 2. Comprehensive Listening 3. Purposeful Listening 4. Creative Listening 5. Critical Listening 6. Appreciative Listening <p data-bbox="586 657 1479 825">Discriminative listening is when you are working on distinguishing sound and visual stimuli. For example, listening begins when the child responds to the sound and can recognize his or her parent’s voices from other voices. As the child gets older, discriminative listening can be identifying sounds of letters and sounds in individual words.</p> <p data-bbox="586 846 1479 982">Comprehensive listening is when the skill is to focus on “understanding or comprehending the message” heard. The critical issue in this type of listening is that each child understands the message differently, thus it is important to work on comprehension skills in the classroom.</p> <p data-bbox="586 1003 1507 1071">Purposeful listening is when the child listens to directions and then responds to them in words or actions.</p> <p data-bbox="586 1098 1520 1199">Creative listening is listening with imagination. The child’s imagination is stirred by what he or she is hearing and are able to express responses to these through words and/or actions.</p> <p data-bbox="586 1220 1520 1388">Critical listening is when listeners have to evaluate the meaning of the message. They need to listen to the message and then give their thoughts about the message. Appreciative listening is when the emphasis is on enjoying what the child listens to. This could be music or a story, but the idea is to “appreciate” music, poems and stories. This is very personal to the child in how he or she will appreciate these things.</p> <p data-bbox="586 1409 1503 1476">There may be other types of listening involved in children’s and adult’s language development, but for the purpose of the activity, we will be focusing on these six types.</p> <p data-bbox="586 1497 1511 1612">You will be watching three videos in this exercise. Listening Video #1: Teach Children Music - Skipping a Beat & Developing Gross Motor Skills 2:43</p> <p data-bbox="586 1633 1325 1665">Listening Video #2: Bean Bag Walk: Developing Receptive Language</p> <p data-bbox="586 1686 1377 1717">Listening Video #3: I'm Thinking of Something: Developing Listening Skills</p> <p data-bbox="586 1745 1503 1904">As you watch each video, you are going to be looking for types of listening skills that each activity develops. You may find that more than type of listening skills is being developed in one activity. You will need to name the listening skill or skills and explain how and why that skill is being developed.</p>

		<p>(Cut and paste the following section into the assignment below to answer)</p> <p>Listening Video #1: Teach Children Music - Skipping a Beat & Developing Gross Motor Skills</p> <ul style="list-style-type: none"> • Types of Listening Being Targeted/Developed: • How/Why you think this (Give specific examples): <p>Listening Video #2: Bean Bag Walk: Developing Receptive Language</p> <ul style="list-style-type: none"> • Types of Listening Being Targeted/Developed: • How/Why you think this (Give specific examples): <p>Listening Video #3: I'm Thinking of Something: Developing Listening Skills</p> <ul style="list-style-type: none"> • Types of Listening Being Targeted/Developed: • How/Why you think this (Give specific examples): <p>Here are the grading points broken down: Video 1 – Type and How/Why: /6 Video 2 – Type and How/Why: /6 Video 3 – Type and How/Why: /6 Spelling/Grammar: /2</p>
Topic	Toolbox Resource Used	Toolbox Example
Development of Listening Skills	<p>Outside Module 15 Minute In-Service Suites*</p> <p>http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/ISS/foster.html</p>	<p><i>Note: Content from 15 Minute In-Service Best Practices Module is embedded throughout the course.</i></p> <p>Best Practices: Fostering Thinking Skills Watch the Training Video found in the Best Practices section for this week's class. Be sure to take notes on the different ways you can foster children's thinking.</p> <p>In the training, they talked about Using the Scientific Method, Problem Solving Method, and Application of Prior Knowledge Method.</p> <p><i>Read Scenario 1 below. Focus on the underlined questions and choose a method that teacher is highlighting. Explain why you chose that method.</i></p> <p>Scenario 1: At water table, the teacher brings out small cups and big cups for an activity. Teacher: Walks over to several children who are playing at the water table. She hands the children cups of two different sizes — big and small, and says: "Here are some cups you can use at the water table today." Paula: "Oh boy!" and starts scooping water with one of the big cups. Teacher: "<u>What do you think will happen if you pour water from Jamaal's little cup into Paula's big cup?</u>" Paula: Shrugs and holds out her cup. Jamaal: "Mine's littler." Teacher: "Yours IS smaller than Paula's cup. <u>What do you notice about the water in Paula's cup?</u>" Paula: "There's more." Teacher: "That's right! Paula's big cup can hold more water than Jamaal's little cup." Jamaal: Pours more water into Paula's cup.</p>

Teacher: "How many little cups of water fit into the big cup? Let's count together."
Teacher, Jamaal, and Paula: "One, two, three."
Paula and Jamaal continue to pour water into each other's cups, as well as experiment with other objects in the water table, while the teacher comments on their interactions and asks what they observe and predict will happen with the different objects.

In the next two scenarios, you will be working on asking questions of the children in the scenario. Read each one and think about which question to ask to foster the children's thinking skills.

Scenario 2: The teacher notices that a child is looking at a book on bees. She asks questions that encourage the child to become more engaged in the book.

Develop your own questions you would ask the children in each category below that would foster their thinking skills.

- Connecting to previous knowledge
- Drawing upon everyday experience

Scenario 3:

In a small group lesson, the teacher reads the story *The Wind Blew* and then the children make pinwheels out of straws and paper.

Develop your own questions you would ask the children in each category below that would foster their thinking skills.

- Connecting to previous knowledge
- Predicting
- Observing/Experimenting

(Cut and paste the following section into the assignment below to answer)

Scenario 1: Focus on the underlined questions and choose a method that teacher is highlighting. Explain why you chose that method.

Scenario 2: Develop your own questions you would ask the children in each category below that would foster their thinking skills.

- Connecting to previous knowledge
- Drawing upon everyday experience

Scenario 3: Develop your own questions you would ask the children in each category below that would foster their thinking skills.

- Connecting to previous knowledge
- Predicting
- Observing/Experimenting

Here are the grading points broken down:

Scenario 1 – Method and why: /6

Scenario 2 – 2 categories of questions /6

Scenario 3 – 3 categories of questions /6

Spelling/Grammar: /2

Topic	Toolbox Resource Used	Toolbox Example
<p>Print and Writing</p>	<p>Articles</p> <p>Stages of Children's Writing* http://www.wiu.edu/itlc/ws/ws1/docs/Stages_of_%20ChildWrit.pdf</p> <p>Preschool Readiness: Steps to Early Writing* http://www.cdd.unm.edu/ecln/Transition/common/pdfs/preschoolReadinessPDFs/2010-6%20ps_ready_news.pdf</p> <p>Video</p> <p>Written Expression* http://www.youtube.com/playlist?list=PLhwy3q7CvmVEBefwALRW8fTgh0OqAdhqc</p>	<p>Learning to Write Forum</p> <p>Learning to write is a lengthy process that begins in very early childhood. As children work with crayons, markers, and even with paintbrushes and chalk. From prewriting with toddlers to writing letters with preschoolers, this skill can take time to master or come easily depending on the child. Working on fine motor skills from early toddler on will help the children grow and develop.</p> <p>First, you need to read the two research articles and watch the video. Then you will be doing your own research about one writing topic.</p> <p>Post #1:</p> <p>1. Find 1 specific web pages and 1 YouTube Video for one of the following topic areas that involve writing. You will be looking for websites and videos that have ideas that you can implement into a classroom.</p> <p>You must refer to websites that have not been referred to by other class members. Choose a topic below and put it into Google and YouTube. Look through several sites/videos to choose the ones that you best like.</p> <ul style="list-style-type: none"> • Handwriting without Tears • Prewriting with Toddlers • Writing Letters • Emergent Writing • Montessori Prewriting • Prewriting with Preschoolers • Teaching Left Handed Children to Write • Ways to Teach Boys Writing • Writing Centers in Preschools • Preschool Fine Motor Activities • Preschool Writing Activities • Toddler Writing Activities • Developing the Pincer Grasp Activities • How to Teach Writing to Preschoolers <p>2. For each website and video do the following:</p> <ul style="list-style-type: none"> • Name the website and video (and provide the links) • Summarize what you can find in each one • Explain how it can be helpful to families. <p>Posts #2: Examine two websites or videos from a peer (who has not had any replies) and do the following:</p> <ul style="list-style-type: none"> • Rate each website and/or video on a scale of 1-10 (1 being Poor and 10 being Excellent). • Explain your rating to your peer. Be sure to consider how user-friendly it is, how helpful and informative it is, and how it can answer questions you need to know as an educator. <p>Post #3:</p> <p>Do same as Post #2. <i>Then, reply to someone who has responded to you with a "thank you" and give an explanation of how his or her message was helpful and answer the given question.</i></p> <p>Make sure you check your spelling and use professional language.</p>

Topic	Toolbox Resource Used	Toolbox Example
Goals Through Program Planning	<p>Articles</p> <p>Literacy for All Children: Scaffolding Early Language and Literacy in Young Children With Special Needs* http://www.rebeckaanderson.com/elearning/ece_wssu/pdf/mo7_literacyforall.pdf</p> <p>Gathering and Using Language Information That Families Share* www.eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll_background_info.pdf</p> <p>Developmental Progressions – Early Literacy Skills* www.earlylit.net/workshopmats/crisscross/3devtprogskills.pdf</p> <p>Videos</p> <p>Scaffolding Language Development https://www.youtube.com/watch?v=gLXxcspCeK8&list=PLhwy3q7CvmVHqH-sLII-z6A7AB4ji0vvq&index=2</p> <p>Teaching Matters: Scaffolding https://www.youtube.com/watch?v=9gNjGD_W3dM</p>	<p>Scaffolding Assignment</p> <p>Scaffolding is a way to individualize and level learning so the child’s learning needs can be met and challenged. It is not easy for a teacher to scaffold learning in the classroom as it means individualizing activities for various children, but it can be done.</p> <p>1. After watching the Scaffolding video and reading the Research article (Literacy for All Children), answer the following question below.</p> <ul style="list-style-type: none"> • Summarize Scaffolding in 3-5 sentences. • Give two examples of scaffolding in a classroom and explain why it is an example of scaffolding. <p>Here are the grading points broken down: Scaffolding Summary: /3 Example #1 and why: /3 Example #2 and why: /3 Spelling/Grammar: /1 Total Point Value: 10</p> <p>After reading the Research Articles (Literacy for All Children and Gathering and Using Information that Families Share) and watching the Videos Scaffolding Language Development and Teaching Matters: Scaffolding</p> <p>2. Scenario #1:</p> <p>Nevin is a four year old child in your 4/5 year old classroom this fall. His birthday is in October, so he is one of your older students and will not be able to go to Kindergarten this year due to his age so he will be going to the Transitional Kindergarten in your center next year. Nevin is reading simple English words and books such as the BOB Books and loves learning to read. He has asked the teachers to teach him more words so he can read more by himself. His spoken English language and vocabulary is more advanced than most children in the room. Nevin has picked up some Russian from another boy he plays with in the classroom and seems to be able to communicate some with him.</p> <p>He does struggle with rhyming and picking out the middle vowel sound in CVC (consonant, vowel, consonant) words like CAT and BIT. He can retell a story with accuracy. He is left handed and struggles with cutting and writing.</p> <ul style="list-style-type: none"> • Using the Developmental Progressions article and what you have learned in the course thus far, explain two activities you would use with Nevin and why you chose them. • Name two skills you might want to assess that would help you choose further activities in your scaffolding and why you want to assess each of those skills. • Give 2 questions you might ask his family to help you understand his home environment better and guide your choice in activities at home or school. Explain why the answers to these questions will help you. <p>Using the Literacy Levels document in this week’s Assignment section, explain the level you think this child is in his literacy development.</p> <p>Here are the grading points broken down: Activity #1 and why: /3 Activity #2 and why: /3 Skill #1 to Assess and why: /3 Skill #2 to Assess and why: /3 Question #1 for Family and Why: /3</p>

Question #2 for Family and Why: /3
Spelling/Grammar: /2
Total Point Value: 20

3. Scenario #2:

Jack is a three year old in your three year old classroom this fall. He is one of your older students, having a December birthdate and will turn four soon. His vocabulary consists of approximately 50 English words and although he is able to understand well and follow 1-2 step directions, his communication with teachers and other students is difficult. Occasionally, he uses some foreign words that sound like Spanish, but you are not sure. His speech is not clear and his words come out jumbled. He tends to get very frustrated when he cannot communicate. When he sees a computer, Jack gets excited and points to it, but does not have a great interest in books. He tends to wear Spiderman and LEGO shirts often. It is unclear whether he knows his letters or numbers.

- Using the Developmental Progressions article and what you have learned in the course thus far, explain two activities you would use with Jack and why you chose them.
- Name two skills you might want to assess that would help you choose further activities in your scaffolding and why you want to assess each of those skills.
- Give 2 questions you might ask his family to help you understand his home environment better and guide your choice in activities at home or school. Explain why the answers to these questions will help you.

Here are the grading points broken down:

Activity #1 and why: /3
Activity #2 and why: /3
Skill #1 to Assess and why: /3
Skill #2 to Assess and why: /3
Question #1 for Family and Why: /3
Question #2 for Family and Why: /3
Spelling/Grammar: /2
Total Point Value: 20

Topic	Toolbox Resource Used	Toolbox Example
<p>Family Involvement in Language and Literacy</p>	<p>Video Learning Luggage: Promoting a Home-School Connection* 2:16 https://www.youtube.com/watch?v=e5z1tzaWnJM</p> <p>Involving Families* 6:00 https://www.youtube.com/watch?v=RTVLtn29I0&index=2&list=PLhwy3q7CvmVELPOgXrxN2UKZnaCjXCqP4</p> <p>Thompson Family Circles* 10:39 https://www.youtube.com/watch?v=SgU5ohZi4J4</p> <p>Article Enjoying Language Together – Family Literacy* http://unesdoc.unesco.org/images/0017/001778/177842e.pdf</p>	<p>Family Literacy Take Home Activity Assignment</p> <p>Developing family literacy activities that children can take home is a valuable piece of involving families in language and literacy. Watch the two Training Videos and read the Research Article, Enjoying Language Together – Family Literacy, in the Assignment section for this week. Each of these resources gives you rich and interesting ideas about how and what to send home for families.</p> <p>Based on what you have seen, you are going to put together your own “Learning Luggage” to send home to family members. You are going to choose an activity for EACH age level to send home for children and parents to work on together. One of the age levels activities needs to also be for a Dual Language Learner and her family who speak Spanish or another language.</p> <p>You are also going to list the materials and language/literacy skill you are encouraging with this activity.</p> <p>Finally, you will be developing a picture set of directions for this activity.</p> <p>Keep in mind that simply sending home a book to read is not enough. There should be directions for parents, an activity for the child to go along with the book (if you choose to include a book) and other ideas that they can do at home to add on to the activity. You will also want to consider Dual Language Learners when developing your family literacy activity. Consider an activity (and explanation) that will work and extend both languages of Dual Language Learners.</p> <p>You may choose an activity/book you have already used in a course assignment, but it will need visual directions for parents, extended activities as well as how you will package it to send it home. See the Family Literacy Take Home Activity Template in the Assignment section for this week as you will be using this to complete the assignment.</p> <p>Here are the grading points broken down: Infant Activity Sections Completed: /5 Infant Activity Directions and Extension Activity Completed: /9 Toddler Activity Sections Completed: /5 Toddler Activity Directions and Extension Activity Completed: /9 Preschooler Activity Sections Completed: /5 Preschooler Activity Directions and Extension Activity Completed: /9 Packaging Instructions: /5 Spelling/Grammar: /3 Total Point Value: 50 points</p>

Topic	Toolbox Resource Used	Toolbox Example
<p>Developing a Literacy Rich Environment</p>	<p>Text <i>CARA's Kit: Creating Adaptations for Routines and Activities</i></p> <p>Literacy Rich Environment Challenge Template (See below)</p> <p>Articles Creating a Literacy Rich Classroom* http://www.lhric.org/files/257/literacy-richclassroomndaeyc.pdf</p> <p>Creating Print Rich Learning Centers* https://www.naeyc.org/files/tyc/file/V4N4/Creating_print-rich_learning_centers.pdf</p> <p>Selecting and Using Culturally Responsive Books* https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/selecting-culturally-appropriate-books.pdf</p> <p>Research Videos Literacy Rich Environments* 1:08 https://www.youtube.com/watch?v=E3UWyDVCaE4</p> <p>Play Areas That Support Early Literacy* 5:05 https://www.youtube.com/watch?v=L-Bt8v46lm8</p> <p><u>Dramatic Play</u> Pizza Parlor Center: Building Oral Language and More* 5:05 https://www.youtube.com/watch?v=KPG9m58Gmdo</p> <p>Café Drama Center:</p>	<p>Creating a Literacy Rich Environment Challenge</p> <p>When creating a literacy rich environment for your classroom, you will want to look at every area or center. This project is to help you look critically at a classroom and design activities and environments to help foster language and literacy. For each area or center, you will be asked to do design a specific activity or item for that area. Prior to completing each area, read the two research articles found in the Assignment section for this week. Also watch the two research videos found in the assignment section for this week. Then complete the Literacy Rich Environment Challenge Template found in the Assignment section. This will be your template that you will complete and fill in for the project.</p> <p>Research Article#1: Creating a Literacy Rich Classroom Research Article #2: Creating Print Rich Learning Centers</p> <p><u>Dramatic Play</u> Put together a dramatic play kit idea based on a popular classroom theme such as the themes you saw in the videos. List the items that would encourage dramatic play. Find two free printables on the Internet to add to this kit. Be sure to include the links to these printables along with any other ideas/links for the kit.</p> <p><u>Word Wall</u> You decide that you would like to include a word wall in your classroom. Research how to start one and what ways you can add words. Explain why you chose this way.</p> <p><u>Choice Time</u> Research a way that children can choose a center independently using their names and words for the center. Explain why you chose this method.</p> <p><u>Listening Center</u> Develop a price list for audiovisual equipment you may want in the listening center so at least three children can listen to the same CD. Explain what you would buy and why. Remember, you should have a way for the children to hear a CD and at least three CDs.</p> <p><u>Game Center</u> Research and think of a way to turn an ordinary board game (Connect 4, Candy Land, Chutes and Ladders, or another game) into a game that focuses on learning letters or words. Explain why you chose this.</p> <p><u>Book Center I</u> Look back at the assignment in the beginning of the course about making a Teacher-made book. You have decided to add another teacher-made book AND a purchased book that focuses on the Jewish, Puerto Rican, American and other cultures represented in your classroom. Find an age-appropriate book on Amazon that represents at least one of the cultures mentioned. Use the article <i>Selecting and Using Culturally Responsive Books</i> to help you choose the book. Then and describe the book you will make for the book center. The Teacher-made book should focus on the Dual Language Learners who speak Hebrew/English, Spanish/English, or other combinations, based on your classroom. Explain both books (giving a link to Amazon) and describing the teacher-made book. Explain why you chose this book.</p>

	<p>Developing Language and Vocabulary Through Play* 1:16 https://www.youtube.com/watch?v=qpv-VgJ8Cns</p> <p>Theme-Based Pretend Play: Building Oral Language and More* 2:20 https://www.youtube.com/watch?v=EikFaEDIE6w&list=PL1DE8C47047F16821&index=17</p> <p><u>Word Wall</u> Kindergarten Word Wall: Developing Print Awareness and Word Recognition* 1:25 https://www.youtube.com/watch?v=eXc6XE77nZ4&list=PLB719C1310D420123&index=19</p> <p><u>Choice Time</u> Pick a Play Area: Developing Math, Language, and Literacy Skills* 1:52 https://www.youtube.com/watch?v=Bp0R0hgAo6w&list=PLCD866AB1A507994D&index=1</p> <p><u>Listening Center</u> Listening Center: Supporting Understanding with Props* :28 https://www.youtube.com/watch?v=vH2kmh3a6EI&list=PL1DE8C47047F16821&index=26</p>	<p><u>Book Center II</u> You have some children in your class who do not like to visit your book center. Using <i>CARA's Kit</i>, give one solution you might make to solve this problem and why.</p> <p><u>Writing Center I</u> You have children at various stages of writing in your preschool classroom. Research and develop an activity that can help children at various levels of writing ability move to the next level (i.e., how would you scaffold the writing center to meet each child's need?) Explain why you chose this activity.</p> <p><u>Writing Center II</u> A group of children who enjoy building and more physical activity are not visiting your writing center. Using <i>CARA's Kit</i>, give one solution you might make to solve this problem and why.</p> <p><u>Media Center</u> Choose a computer or IPAD application game that focuses on language and/or literacy that you can use in your media center. Explain why you chose that game or application.</p> <p><u>Circle Time</u> Describe an activity you will use children's names for during circle time. Explain how this helps develop language and literacy skills.</p> <p><u>Block Center</u> Research and discover a way to use writing in the block center area. Explain why you chose this method.</p> <p><u>Water/Sand/Sensory Table</u> Research and find a way to include literacy in the Table area. You may decide to have a water table, sand table, or sensory table. Explain why you chose this method.</p> <p><u>Science Center</u> You decide that you would like to add a language/literacy activity to your science center. Right now, you are studying body and skeletons. Research and describe what activity you would add in order to develop language and literacy skills. Explain why you chose this activity.</p> <p><u>Outdoor Activity</u> You want to bring some language and literacy skills outdoors. Research and find one activity you can do with children outdoors that strengthen their language and literacy skills. Be sure it is something that can only be done outdoors as it involves outdoor things. Explain why you chose this activity.</p>
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Topic	Toolbox Resource Used	Toolbox Example
Dialogic Pre-Reading Activity	Module 6 of CONNECT Modules http://community.fpg.unc.edu/connect-modules/learners/module-6 Including All of Us Article (posted with SCRIPT-NC handouts)	Dialogic Pre-Reading Activity Now that you have completed Module 6: Dialogic Reading Practices , you will want to consider a book to read aloud to a group of kindergarteners. This class is an academically diverse class, studying the topic Friendship . You want to choose a book that relates to the topic they are studying, but also one that is diverse. After reading the article, Including All of Us , use the checklist Checking for Cultural, Linguistic and Ability Diversity in Children’s Books to choose a book that meets the criteria in the checklist. You will want to look carefully at the background of the author, as well as the items in the article and on the checklist. Then, complete the checklist and write an explanation of why you chose the book over others you reviewed. In the paragraph, you need to examine the following: <ul style="list-style-type: none"> • How the book relates to the theme • How the book relates to the items on the checklist • How the book meets the different criteria from the article. Be sure to write at least one paragraph and copy and paste it into the text box below. You will need to use at least one quote from the article to support your thinking. Follow up activity A: Have the students develop questions related to the book that they will ask the <u>studentschildren</u> . -Have them match the questions to <u>state early learning Guidelines</u> , Common Core or State Standards. Follow up activity B: Have students develop a way to modify the book for a child with a physical issue.
Use Your Voices Forum Discussion	The Promise to Georgia’s Children https://www.youtube.com/watch?v=n2dLPfaehV0&feature=em-share_video_user	Use Your Voices Forum Discussion After watching the <i>The Promise to Georgia’s Children</i> , consider the ways that you encourage and discourage voices, noise, talking, and listening in your class. Post #1: In the forum discussion, explain two scenarios in which you might encourage voices of children in the classroom and two scenarios that you may not want to encourage “making a learning noise” and why. Then answer the following questions: <ol style="list-style-type: none"> 1. What is the difference between “learning noise” and just “noise?” 2. Describe your experience in a classroom as a child when it came to discussion and “learning noise.” What type of environment do you remember? Be sure to use specific examples. 3. How does this video challenge your thinking and why? Post #2 and #3: Read all the posts in the class and then respond to the first post of a classmate who has not yet received a reply. Respond to the person’s idea by doing the following: <ul style="list-style-type: none"> • Examine the similarities and differences between your posts. Note the similarities/differences and ask two follow up questions • Be sure to answer any questions asked of you.

Topic	Toolbox Resource Used	Toolbox Example
<p>Use Your Voices Social Stories Assignment</p>	<p>The Promise to Georgia's Children https://www.youtube.com/watch?v=n2dLPFaehV0&feature=em-share_video_user</p> <p>Social Stories Website http://www.pbisworld.com/tier-2/social-stories/</p>	<p>Use Your Voices Social Stories Assignment (following week after Use Your Voices Forum Discussion)</p> <p>Consider last week's forum Use Your Voices. For this assignment you will be writing a Social Story about different ways to use your voices in the classroom. Go to the following website to read about social stories. http://www.pbisworld.com/tier-2/social-stories/</p> <p>After reading about social stories on the website, consider a social story that involves teaching children the different ways to use your voices in the classroom. Now, using PowerPoint (or Prezi), develop a social story that you can use with preschool children about using your voice in the classroom. Please consider the following:</p> <ul style="list-style-type: none"> • The book must have at least ten slides/pages • There must be a title page • There must be a graphic or picture on each slide/page • The book should demonstrate diversity <p>After uploading the PowerPoint presentation below, include in the text book below an explanation of when and how you might need to use this social story with a child or small group of children in your classroom.</p>

Background Information on School and Classrooms

Directions:	
A. Complete the following information about the school with the director on the phone or on the day you observe.	
Type of School (bold type):	Daycare Preschool Elementary School
Ages this School Serves:	
Number of students in class:	
Number of staff in room:	
Number of families (if preschool/daycare):	
Note the number of children as well as what race/nationality the children and staff are in the classroom that you are observing. (example: 24 children, 6 white, 10 Hispanic, 7 black, 1 Asian – Teachers 1 white female and 2 black females)	
Date and Time of Observation (beginning to end):	
Number of Years Teacher Has Been Teaching Early Elementary Only:	
Number of Years School Has Been in Existence:	
Qualifications of Lead Teacher (degrees and certifications):	

Storytime Early Literacy Observation Checklist

Pre-Readers: Ages 4 – 5

[Source](#)

School:

Date/Time:

Number of Children Present: _____ # of Adults Present: _____

Directions:

Check off items each time you observe them during the storytime. Use back of page to add items observed that support the area addressed. Use right column for comments.

I. Print Motivation

- | | | |
|---|---|--|
| Y | N | Presenter conveyed the idea that reading is fun. |
| Y | N | Presenter seemed to have fun. |
| Y | N | Children seemed to have fun. |

II. Language & Vocabulary

- _____ Presenter makes connections to concepts and vocabulary.
- _____ Presenter exposes children to vocabulary/explains vocab. they may not be familiar with.
- _____ Presenter calls attention to the pictures in the story.
- _____ Presenter encourages children to join in repeated phrase(s).
- _____ Presenter encourages the children to respond through movement/music.
- _____ Presenter gives children opportunity to respond orally by asking simple questions about the story and/or pictures.

III. Phonological Awareness

- _____ Presenter invites children to chime in rhymes/fingerplays/songs/poems and/or music.
- _____ Presenter uses books that highlight sound awareness (for ex. rhyming text, alliteration)
- _____ Presenter plays rhyming game with children.
- _____ Presenter uses names to help children understand letter sounds.

IV. Letter Knowledge

- _____ Presenter uses and enjoyable alphabet book/activity/song.
- _____ Presenter makes connections between letters in children's names and in alphabet book or book title.
- _____ Presenter talks about/points out letters and/or letter sounds.
- _____ Presenter uses nametags to help children understand letters.
- _____ Presenter provides opportunity for children to play with magnetic or foam letters.

V. Print Awareness

- _____ Presenter calls attention to the cover of the book; points to and reads the title/author.
- _____ Presenter points to the print and occasionally runs finger along text while reading.
- _____ Presenter has rhymes/songs written out so adults can follow and children notice text.
- _____ Presenter comments on names and calls children by name.
- _____ Presenter provides opportunity for children to draw picture/"write" about story.

VI. Narrative Skills & Comprehension

- _____ Presenter allows children to participate in retelling of story; may use puppets/props/creative dramatics/flannel board.
- _____ Presenter talks about the events of the story/theme; encourages children's comments.
- _____ Presenter reads book without much interruption so children exposed to story structure.
- _____ Presenter helps children link the events and characters to what they know about.
- _____ Presenter encourages children to make predictions before/during reading of story.
- _____ Presenter demonstrates/models dialogic reading.

VII. Asking Questions

List at least four of the questions the presenter asks and determine what types of questions they are based on Best Practices.

- 1.
- 2.
- 3.
- 4.

VIII. Listening Activities

Look at three of the activities the teacher did during circle or read aloud time. Then decide which type of listening (based on the types we have looked at in class) is involved with the activity.

1. *Discriminative Listening*
2. *Comprehensive Listening*
3. *Purposeful Listening*
4. *Creative Listening*
5. *Critical Listening*
6. *Appreciative Listening*

- 1.
- 2.
- 3.

Literacy Rich Environment Challenge Template

When creating a literacy rich environment for your classroom, you will want to look at every area or center within your classroom. This project is to help you look critically at a classroom and design activities and environments to help foster language and literacy. For each area or center, you will be asked to do design a specific activity or item for that area. Prior to completing each area, read the two research articles found in the Assignment section for this week. Also watch the eight short research videos found in the assignment section for this week. Then complete the Literacy Rich Environment Project sheet found in the Assignment section. This will be your template that you will complete and fill in for the project.

Center	Challenge	Resource	Language/Literacy Skills this Develops	Response to Challenge (Explain why you chose the activity/solution you did and answer all parts of the challenge in this section)
Dramatic Play	Put together a dramatic play kit idea based on a popular classroom theme such as the themes you saw in the videos. List the items that would encourage dramatic play. Find two free printables on the Internet to add to this kit. Be sure to include the links to these printables along with any other ideas/links for the kit.			
Word Wall	You decide that you would like to include a word wall in your classroom. Research how to start one and what ways you can add words. Explain why you chose this way.			
Choice Time	Research a way that children can choose a center independently using their names and words for the center. Explain why you chose this method.			
Listening Center	Develop a price list for audiovisual equipment you may want in the listening center so at least three children can listen to the same CD. Explain what you would buy and why. Remember, you should have a way for the children to hear a CD and at least three CDs.			
Center	Challenge	Resource	Language/Literacy Skills this Develops	Response to Challenge (Explain why you chose the activity/solution you did and answer all parts of the challenge in this section)

				section)
Game Center	Research and think of a way to turn an ordinary board game (Connect 4, Candy Land, Chutes and Ladders, or another game) into a game that focuses on learning letters or words. Explain why you chose this.			
Book Center I	Look back at the assignment in the beginning of the course about making a Teacher-made book. You have decided to add another teacher-made book that focuses on the cultures represented in your classroom and describe the book you will make for the book center. Be sure that it focuses on cultures in your classroom as well as literacy and language. Explain why you chose this book.			
Book Center II	You have some children in your class that do not like to visit your book center. Using <i>CARA's Kit</i> , give one solution you might make to solve this problem and why.			
Writing Center I	You have children at various stages of writing in your preschool classroom. Research and develop an activity that can help children at various levels of writing ability move to the next level (i.e. how would you scaffold the writing center to meet each child's need?) Explain why you chose this activity.			
Writing Center II	A group of children who enjoy building and more physical activity are not visiting your writing center. Using <i>CARA's Kit</i> , give one solution you might make to solve this problem and why.			

Center	Challenge	Resource	Language/Literacy Skills this Develops	Response to Challenge (Explain why you chose the activity/solution you did and answer all parts of the challenge in this section)
Media Center	Choose a computer or IPAD application game that focuses on language and/or literacy that you can use in your media center. Explain why you chose that game or application.			
Circle Time	Describe an activity you will use children's names for during circle time. Explain how this helps develop language and literacy skills.			
Block Center	Research and discover a way to use writing in the block center area. Explain why you chose this method.			
Water/Sand/Sensory Table	Research and find a way to include literacy in the Table area. You may decide to have a water table, sand table, or sensory table. Explain why you chose this method.			
Science Center	You decide that you would like to add a language/literacy activity to your science center. Right now, you are studying body and skeletons. Research and describe what activity you would add in order to develop language and literacy skills. Explain why you chose this activity.			
Outdoor Activity	You want to bring some language and literacy skills outdoors. Research and find one activity you can do with children outdoors that strengthen their language and literacy skills. Be sure it is something that can only be done outdoors as it involves outdoor things. Explain why you chose this activity.			

Checking for Cultural, Linguistic and Ability Diversity in Children's Books

CHARACTERISTICS +##*	YES	NO	N/A	COMMENTS
1. Look at the illustrations. Do you see stereotypes or tokenism?				
2. Check the story line. How are problems resolved?				
3. Look at the lifestyles. Do they support or refute stereotypes?				
4. Look at relationships among the characters. How are different families depicted?				
5. Look at how the characters treat each other. Do characters model views or actions that you would like children to emulate?				
6. Look at the roles of adult characters who are diverse. Are they treated like mature, capable individuals? Or like children?				
7. Look at the roles of the individuals who are diverse. Are these characters shown as active and capable? Or sad and helpless?				
8. Note the heroes. Are there also heroines or sheroes?				
9. Consider the effect on a child's self-image. Are there one or more characters with whom a young child who is diverse can readily identify in positive and constructive ways?				
10. Consider how the educational value of the story. Will it help to expand a child's world view? Will it build knowledge of other cultures and lifeways?				
11. Watch for loaded words. Is person-first language used (e.g., a child with a disability)? Is current and preferred terminology used? HINT: Look at the copyright date. Sometimes older books have outdated terminology or images.				
12. Consider the author's or illustrator's background. What unique perspectives do they bring to their work?				

This checklist was adapted by Camille Catlett and Sue George from the sources listed below.

* Derman-Sparks, L. and the A.B.C. Task Force. (1989). *Anti-bias curriculum: Tools for EMPOWERING young children*. Washington, DC: NAEYC.

Ten quick ways to analyze children's books for sexism and racism (<http://www.birchlane.davis.ca.us/library/10quick.htm>)

* Barnes, E., Berrigan, C., & Biklen, D. (1978). *What's the difference?* Syracuse, NY: Human Policy Press.