

Literacy and the Preschool Child Course Schedule

Session	Title	Topics	Readings and Assignments Due
<i>Pre-session for orientation</i>	<i>Orientation to course</i>	<i>Introduction to course expectations and procedures</i>	
DAY 1 Session 1	From “mama” to “Mother, may I have a cookie”	How children acquire vocabulary, receptive and expressive vocabulary in first and second languages, relationship between oral and written language. Connections between language, cognitive development, and later achievement.	<ul style="list-style-type: none"> • <u>Learning to Read and Write</u> pp.48-55 • <u>Active Experiences for Active Children</u> 1.1 & 2.4 • <u>Language Development in Early Childhood</u> chapter 7 • Packet: section I
Session 2	Talk, Talk, Talk!!!	Facilitating language development through adult-child talk, one-on-one & in small groups. Questioning strategies to support talk, cognitive development & language development. The importance of talk with second language learners and children with dialect differences.	
DAY 2 Session 3*	Making your classroom or family child care home work for you	Managing environments to support literacy acquisition: scheduling, room arrangement, and transitions grouping.	<ul style="list-style-type: none"> • <u>Learning to Read and Write</u> pp. 38-47 • <u>Active Experiences for Active Children</u> 1.2 • Packet: sections II, III
Session 4	Creating rich literacy environments	Creating a physical environment rich in literacy materials to engage children in literate activity. Appropriate materials, room arrangement	

DAY 3 Session 5	Let's read a story!	Choosing high quality culturally appropriate books for children, shared book reading strategies	<ul style="list-style-type: none"> • <u>Learning to Read and Write</u> pp. 70-79 • <u>Active Experiences for Active Children</u> 2.2 • Packet: sections IV,V,VI,VII, & VIII
Session 6	Engaging children with stories and books	Building on children's sense of story, vocabulary development using picture books, Involving children with the story, strategies for large and small groups.	Quiz 1
DAY 4 Session 7*	The foundations of reading and writing	Concepts about print, metalinguistic awareness, phonological awareness, phonemic awareness, reading the environment	<ul style="list-style-type: none"> • <u>Learning to Read and Write</u> pp.1-20, 80-87 • <u>Active Experiences for Active Children</u> 1.4, 2.1, 2.5 • Packet: sections IX, X
Session 8	Singing, rhyming, and reading	Strategies to support the development of concepts about print, metalinguistic awareness, phonological awareness through language play, nursery rhymes, poems, songs	
DAY 5 Session 9	It's more than the ABC song	Helping children develop an understanding of the alphabet and alphabetic principle through name writing and temporary spelling	<ul style="list-style-type: none"> • <u>Learning to Read and Write</u> pp. 64-69,88-95 • <u>Active Experiences for Active Children</u> 2.3,2.6, 2.7 • Packet: sections XI, XII
Session 10*	Writing with preschoolers!?!	Appropriate writing experiences for your children, appropriate expectations for parents and teachers, challenging children to view themselves as readers and writers	
DAY 6 Session	Literacy and play	Enriching the dramatic play environment with literacy artifacts; encouraging the use of	<ul style="list-style-type: none"> • <u>Learning to Read and Write</u> pp. 56-63

11		literacy materials during play, facilitating talk around literacy artifacts in play settings	<ul style="list-style-type: none"> Packet: sections XIII, XIV, & XV
Session 12*	Literacy across the curriculum	Incorporating literacy learning into all instructional experiences, learning about literacy as children learn about their world	Quiz 2
DAY 7 Session 13	How do you know what they know?	Procedures to assess concepts about print, writing, phonological awareness, alphabetic principle and letter knowledge in authentic situations, how to apply the procedures with LEP and diverse children	<ul style="list-style-type: none"> <u>Learning to Read and Write</u> pp.104-110 Packet: sections XXI XXII
Session 14*	Talking with parents about children's literacy	Portfolios in real life, explaining the portfolio, conducting parent conferences	
DAY 8 Session 15	Keeping families and the community in mind	Family diversity and interactions with schools: Providing literacy models from the community, supporting cultural ways to use language and literacy	<ul style="list-style-type: none"> <u>Active Experiences for Active Children</u> 1.3 Packet: sections XVI, XVII, & XVIII, XXIII
Session 16*	Helping parents help	Strategies to encourage home literacy practices, teaching parents how to support their children	
DAY 9 Session 17	Thinking about second language learners and children with disabilities	Specific strategies for supporting the literacy of children with limited English proficiency and second language learners; children with cognitive differences and physical disabilities	<ul style="list-style-type: none"> <u>Active Experiences for Active Children</u> 2.8 Packet: sections XIX XX
Session 18	Putting it all together	Comprehensive and integrated literacy programs.	Final Exam Reflection Journal Due