



Integrating Children's Literature into the Early Childhood Curriculum (ECE 372) 1 credit



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This course shares the **what, when, and how** of integrating children's literature in ECE content areas of Science, Social Studies, Home-School,-Community partnerships and Children of Exceptional Needs.

Prerequisites: Concurrent enrollment in the Integrated Curriculum Block (ICB)

"The more that you read, the more things you will know. The more that you learn, the more places you'll go". So you see! There's no end to the things you might know, depending how far beyond Zebra you go! – Dr. Seuss.

"Through literature, children can begin to develop a sense of their humanness; they can develop new insights into the behavior of others and themselves. Literature can add a new dimension to life and create a new awareness, a greater sensitivity to people and surroundings. It can educate the heart as well as the head". – Charlotte Huck

To share a book with a child is to share Life, Love, and the joy of Learning. That is why this course is especially designed to explore how the early childhood educator can infuse the richness of children's literature in enhancing the courses in the Early Childhood Education Integrated Curriculum Block (ICB) with a focus on the pre-K grade. The course adopts a developmental and global perspective in exploring how children's literature builds and enriches both the teacher and learner's appreciation of different abilities, parenting, science, pluralism, and disciplines of Social Studies

Course: Essential Questions that guide the course:

- *What are the different genres of children's literature and how can we utilize these in enhancing other curricula in preschool classrooms?*
- *How do we empower ALL families and promote their engagement through children's literature?*

Course: Enduring Understandings: The student will understand that

- ✓ Curricula in preschool classrooms and children's literature are intertwined –children's literature promotes children's enjoyment of curricula;
- ✓ To support families' efforts in sharing children's literature, the teacher must show sensitivity to diversity, respect the uniqueness of each family, and be willing to synthesize and translate his/her knowledge of resources;



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Learning Outcomes:

Knowledge: (KNOW)

- Students will be able to identify the genres of children's literature and their role in the early childhood years;
- Students will be able to explain how children's literature is used to enrich preschool curricula in science, social studies & other ICB related courses;
- Students will be able to describe how to promote home-school partnerships, work with children of exceptional needs and others through children's literature.

Skills: (ABLE TO DO)

- Students will be able to enrich their exploration of various curricula topics in Pre-K classrooms based on their knowledge of the genres of children's literature;
- Students will demonstrate how to prepare and collate hands-on thematic resources and materials through children's literature;
- Students will demonstrate how to inform and engage families in the use of children's literature at home, library, and other places to build curricula knowledge.

Disposition: (VALUE/APPRECIATE)

- Students will appreciate learning how use various genres of literature to promote curricula understanding at the Pre-K level;
- Students will value integrating and sharing thematic resources available in children's literature with colleagues, families, and others;
- Students will appreciate evaluating the richness of children's literature for the purpose of planning meaningful activities for young children at the Pre-K level.

Prerequisites:

Participation in the ICB Semester



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Instructor: Oluyomi A. Ogunnaike (Ph.D.)

Office & Phone #: Room 448, School of Education, UWSP; 715-346-4742;

Email: oogunnai@uwsp.edu **Office Hours: 1-2 (Tues & Wed) & by appointment**

Class meets: CPS 233 from 3-3.50pm

TEXTS/RESOURCES

- -Kiefer, Barbara (201). *Charlotte Huck's Children's Literature*. 10th ed. Boston: McGraw Hill.
- -Others – TBD



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RESPONSIBILITIES OF STUDENTS ENROLLED IN ECE 372

Attendance & Participation: Students are advised to attend class regularly. Attendance, discussion and reflections on course materials count toward your final grade. If you must miss class, students are advised to:

- o Inform Dr. Ogunnaike via her phone # @ 715-346-4742 ahead of time.
- o Obtain missed class materials from colleagues and/or from D2L
- o Complete and Submit Assignments

A total of **20 points** can be earned for class attendance & participation.

ECE 372 Children's Literature - 1 credit

Assignments	What	Group/Indiv	DUE
Weekly Read-Aloud	Share a favorite Children's Book - <i>why, what, & how</i>	Group	Weekly in turn
Review of Class Readings	Weekly Review of articles	Group	Weekly
Annotated bibliography	Collection & review of 5 children's books on a chosen themes	Group	
Felt Board	Prepare felt pieces on a book	Pairs/Threes	March

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Assignment Policy: Each participant is EXPECTED to

- ✓ Assignments can be **completed pairs and in groups**.
- ✓ Be familiar with all assignments
- ✓ **TYPE ALL** class assignments in **double-space** format, Font 12; Garamond
- ✓ Use the designated Forms & Rubrics to complete specified assignments,
- ✓ Complete and Submit all assignments, along with designated Forms and Rubrics into D2L or to Dr. O on DUE dates
- ✓ Ensure that your name(s) are written on each submitted assignment



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ASSIGNMENTS: DUE DATES & Points

Assignment Title & Points	Brief description	DUE:	InTASC
Weekly: Reviews	Groups review class readings	Weekly Presentations	#1, #2, #3, #4, #5,
Read Aloud 10 points	Groups prepare read aloud presentations on children’s literature	Class: Presentations	#1, #2, #3, #4, #5,#6, #7, #8,
Children’s Literature: Felt Board and Literacy Activity. 20 points	Prepare & present personal favorite book through <u>Felt Board</u> and a <u>literacy based activity</u> .	Class Presentations from 2/17 – when it ends	#1, #2, #3, #4, #5,#6, #7, #8,
Annotated Bibliography on a chosen diversity – related topic. 50 points	Compile an annotated bibliography – title, author, summary, & how to use at least 5 children’s books.	D2L 3/18/16	#1, #2, #3, #4, #5,#6, #7, #8, #9, #10
Attendance & Participation 20 points			ALL

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Your Final Grades will reflect the following

GRADING OUTLINE:

1 credit

90-100	= A
80 -89	= A-
70-79	= B+
60-69	= B
50-59	= B-
40-49	= C+
30-39	= C
>30	= C- (failing grade - need to repeat course)

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Suggested Web sites -ECE 372

- [**http://www.papertigers.org/resources/country_index.html](http://www.papertigers.org/resources/country_index.html)
- [**http://wowlit.org](http://wowlit.org)

• www.education.com

www.education-world.com/

www.crayola.com

www.eric-carle.com

<http://www.memfox.net/welcome.html>

http://www.freebase.com/view/en/martin_waddell

www.earlychildhood.com

www.janbrett.com/activities_pages.htm

www.scholastic.com

www.acs.ucalgary.ca/~dkbrown/index.html

www.crayola.com/educators

www.Thecanadianteacher.com

www.ctw.org/sesame/activities

www.wilearns.com (Wisconsin Literacy Education & Reading Network)

****** www.readingrockets.org

www.ctw.org/sesame/activities

www.wilearns.com (Wisconsin Literacy Education & Reading Network)

www.americanfolklore.net

www.pitara.com/talespin/folktales.asp

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Outline of Readings: *Subject to Change Anytime*; Chapter Readings: Text: **Keifer (2010); Lily & Green;**
Supplementary Readings are distributed in class OR/AND on E- Reserve.

Date & Topic	Readings	Class Activities	Assignments
1/27 Introduction Question: What was your favorite children's book as a child?	<i>Syllabus, Assignments & Forms;</i>	<i>-Group members meet each other;</i> <i>Assignments & Expectations are discussed</i> <i>Discussion: What was your favorite children's book as a child?</i> <i>Read aloud -Dr. O</i>	
2/3 Knowing Children's Literature;	All groups read -Chap 1 (Kiefer);	<i>Read Aloud by Group 1</i> <i>Review & Discuss Knowledge of Children's Literature:</i>	
2/10 Children's Development & Children's Literature	All groups read -Chap 2 (Kiefer):	<i>Read Aloud by Group 2</i> FOCUS on: 44-48 of Kiefer	



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Date & Topic	Readings	Class Activities	Assignments
2/17 Exploring Genres of Literature	E-Reserve- Grp 1 Chap 2 <u>Sharing the Magic of Literature</u> by Lily & Green; -Chap 4, & 5, (Kiefer) Grp 2 – Chap 4; Grp 3 - Chap 5;	Review each chapter: <i>Groups describe:</i> <i>Genre</i> <i>Characteristics</i> <i>Popular authors</i> <i>How to use</i>	Felt Board presentation
2/24 Exploring Genres of Literature	Chapters(Kiefer) Group 1 -Chap 5 Group 2 –Chap 7 Group 3- Chap 8	<i>Read Aloud by Group 3</i>	Felt Board presentation



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Date & Topic	Readings	Class Activities	Assignments
3/2 Literature, & Diversity <i>“Home literacy can take many forms that do not match the discourse of school communities”</i> Guest Speaker?	Kiefer Chapters Grps 1 & 3 - Chap 3 – Group 2- Chap 6	<i>Read Aloud by Group 4</i> Discuss Final Project – Annotated Bibliography	Felt Board presentation
3/9 Literacy-Rich Environment Home-School Partnership Guest Speaker?	All Grps read: E-Reserve: -Chap 3 <i>Linking Home & School Literacies</i> by Lily & Green Find & bring at least 2 Award Winning Books per group	Award Winning books from 2012 Caldecott; Newberry, Ezra Jack Keats	Felt Board presentation
3/16 Planning your Literature Program <i>Course Evaluations</i>	All Grps read: Chap 13 (Kiefer		Annotated Bibliography Assignment
3/23 Spring Break☺			ICB Begins on 3/28



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