



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



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Class Hours: Wednesdays: 3:00-3.50 p.m. (CPS Building, Room 230)

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

Office: Room 448, CPS Building; Phone: 715-346-4742

Office Hours: 1-2 (Tues & Wed); & By Appointment

COURSE MATERIALS:

- Kiefer, Barbara, (2010). *Charlotte Huck's Children's Literature*: 10th ed. New York, NY: McGraw Hill [**RENTAL Text**]
- Supplementary Readings: To Be Distributed as Needed or accessed on Canvas

Course Description: 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 explores how the early childhood educator can infuse the richness of children's literature in enriching 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



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

how children's literature builds and enriches both the teacher and learner's appreciation of different abilities, parenting, science, pluralism, and disciplines/strands 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 and promote families' SCHOOL engagement through children's literature?*

Course: Enduring Understandings: The student will understand that

- ✓ Different genres of Children's books e.g. *Informational/ Concept Books, Traditional Literature, Poetry, Fantasy, and Realistic Fiction* can be deliberately integrated in EC curricula through drama, painting, cooking, movement, and singing.
- ✓ 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;

Learning Outcomes:

Knowledge: (KNOW)

- Students will identify the genres and role of children's literature in the early childhood years;
- Students will explain how children's literature is used to enrich preschool curricula in science, social studies & other ICB related courses;
- Students will understand how children's literature can be used to (i) promote home-school partnerships, and (ii) enrich learning experiences of children of exceptional needs

Skills: (ABLE TO DO)

- Students will be able to enrich their abilities to explore EC themes (e.g. food, transportation, family) in Pre-K classrooms based on their knowledge of the genres of children's literature;
- Students will be able to demonstrate how to prepare and collate hands-on thematic resources and materials through children's literature;



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

- Students will be able to demonstrate how to inform and engage families in the use of children's literature at home, library, and other places to enrich learning.

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 how they are able to evaluate the richness of children's literature to facilitate planning meaningful activities for young children at the Pre-K level.

Prerequisites:

Participation in the ICB Semester

SOE Dispositions

As a teacher, I align my policies and choices with my department's expectations. The School of Education in 2010 adopted the Professional Educational Program Teacher Candidate Dispositions (see below). Dispositions are an integral facet of professional preparation and influence one success in the Professional Education Program. All students are expected to show continued progress in these dispositions focusing on Inclusive Excellence, Responsibility for Self and the Fostering of Collaborative Relationships; Reflectivity about Teaching, Learning, and Interactions; Creativity and Critical Thinking in Teaching, Learning, and Problem Solving; Perseverance for Excellence; and Professionalism in Teaching, Learning, and Interactions. I do not expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and monitoring. Should the need arise; a tiered-approach is available and individualized to individual students.

InTASC 10:

-The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning (Disposition).

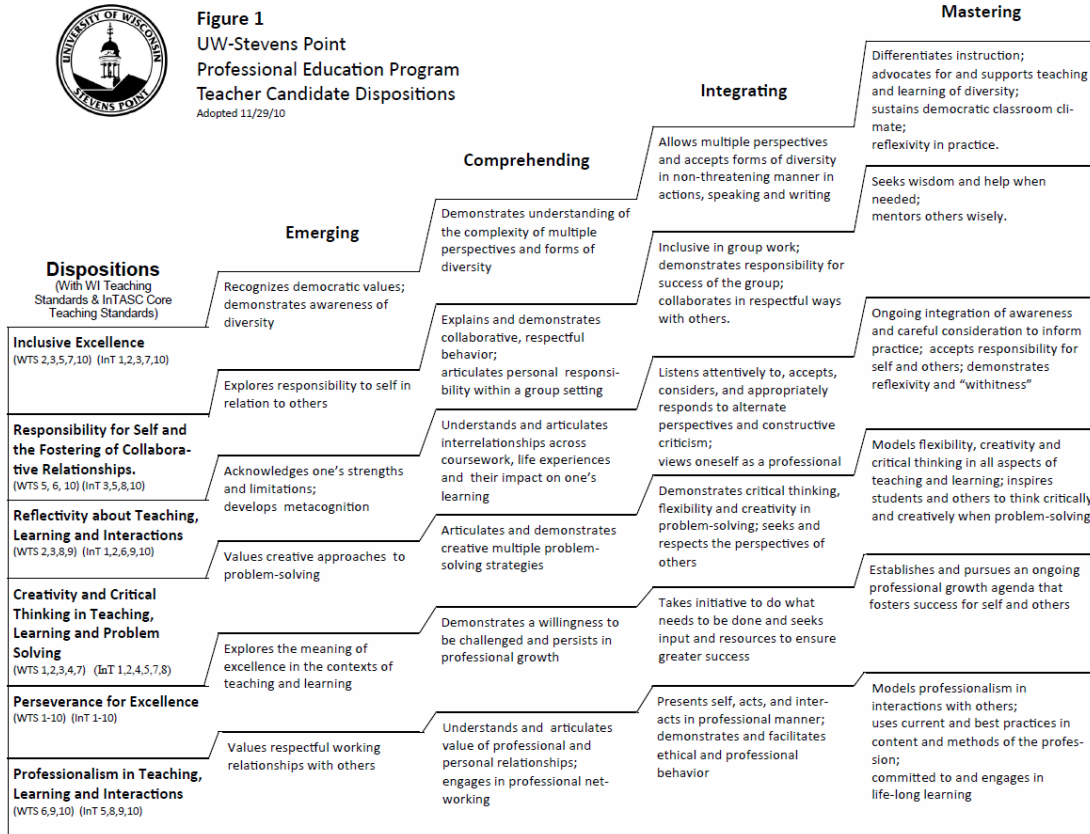
-The teacher embraces the challenge of continuous improvement and change (Disposition).



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



Figure 1
UW-Stevens Point
Professional Education Program
Teacher Candidate Dispositions
Adopted 11/29/10





UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here:

<http://www4.uwsp.edu/special/disability/>.

POLICY: ATTENDANCE, PARTICIPATION & ASSIGNMENTS.

✓ Attendance Policy

Except for rare cases of serious illness or family emergencies, a professional educator is present at school every day, on time, fully prepared, with a strong sense of personal responsibility. When professionals are unable to meet their responsibilities due to unusual circumstances, they communicate with their supervisors and colleagues as soon as possible.

I expect you to honor your responsibilities, including attending every class meeting. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. I also want you to be safe. If weather or other circumstances threaten your safety while traveling to or from class, I understand if you decide not to attend. In general, the best way to avoid losing points is to contact me before an absence. When you



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

contact me about an absence, please specifically suggest how you think we should handle the absence (e.g., turning in an assignment late without a penalty). If you must miss class, please do the following:

- Inform me via phone (preferred) @ 715-346-4742 ahead of time.
- Obtain missed class materials from group colleagues
- Complete and Submit Assignments

Attendance, Participation, & Teamwork = 30 points

✓ **Class Climate & Honoring Difference**

The School of Education strives to honor the uniqueness of all learners. I am dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

This course is a Safe Zone for everyone regardless of race, beliefs, and values. I will not condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all my students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

✓ **Assignments: General**

- (i) I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible.
- (ii) Late submission of assignments will be accepted; however, 5 points will be deducted each day after the due date.
- (iii) If you anticipate any problems or concerns regarding the completion of specific assignments, please talk to me about these before due dates.
- (iv) A successful completion of each assignment counts toward your final grade.
- (v) Rubrics are carefully prepared to guide the successful completion of each assignment. To ensure a fair evaluation of your assignment, attach designated rubrics to each assignment.

Specific: ECE 372 assignments: Each student is responsible for the following:

- a. Paying careful attention to instructions and directions for completing all assignments
- b. Submitting designated Forms & Rubrics along with specific assignments to ensure fair grading;
- c. Ensuring that all assignments are submitted promptly on the due dates;



d. Ensuring that all papers are prepared as follows:

- **Double-space,**
- **Font size 12,**
- **Past tense**
- **<fewer than 10 spelling errors.**

Please note the following carefully:

- ✚ The grades outlined in this document are final and they decide the outcome of individual performances in this course.
- ✚ Submit Signature Assessment by **3/12/20**

Integrity Policy

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations, I expect you to contact me and team members as soon as possible. Such a meeting will focus on creating a fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that is not your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). An accidental or deliberate omission or refusal to acknowledge another's work is professionally and morally wrong. I use anti-plagiarism tools. I do not expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment. I take cheating personally: it upsets and frustrates me. I care very much about your learning, not just scores. If you cheat, you hurt yourself.



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

ECE 372 Children's Literature - 1 credit) Description of Assignments

Assignments	What	Group	DUE
Weekly Read-Aloud	Share a favorite Children's Book - <i>why, what, & how</i>	Group	Weekly in class
Weekly Review of Class Readings	Weekly Review & Discussion of Topics in class.	Group	Canvas = Tuesdays by 11.30pm
Children's Literature: Genres & Types of Award	Prepare a chart on Genres, Awards & characteristics	Group	Share on 2/26
Annotated Bibliography	Find 10 books based on an assigned theme. Prepare summarized lesson plans & ideas on how to use these books in an EC classroom.	Group	Canvas = 3/12/20

Assignment Policy:

- Assignments will be **completed 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,
- Submit all assignments on DUE dates
- Ensure that your names are on all assignments.



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

ASSIGNMENTS: Due Dates, Points, & InTASC Standards

Assignment Title & Points	DUE: Where & Dates	INTASC Standards
Weekly Review of readings & discussion of topics <u>10 points</u>	Share findings <u>in class</u>	#1, #2, #3, #4, #5,
Weekly Read Aloud & how book will be used to explore literacy in pre-K <u>10 points</u>	Presented in class weekly Shared in class	#1, #2, #3, #4, #5, #6, #7, #8,
Annotated Bibliography on assigned EC theme <u>50 points</u>	Class Presentation on 3/11 DUE to Canvas = 3/12	#1, #2, #3, #4, #5, #6, #7, #8, #9, #10
Attendance, Participation, & Teamwork – <u>30 points</u>		ALL <u>Total = 100 points</u>



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(ECE 372) 1 credit**

Your Final Grades will reflect the following

GRADING OUTLINE

95-100 = A

90 -94 = A-

85 -89 = B+

80-84 = B

75-79 = B-

70 -74 = C+

65-69 = C

60-64 = C-

D (failing grade)

Students must receive a C- or better in all education, early childhood, and physical education courses required for teacher certification. Failure to earn a C- or higher will result in repeating the course.



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

Outline of Readings: Subject to Change

Chapter Readings: Text: **Kiefer (2010)**

Supplementary Readings: Canvas or Class Distribution

Date & Topic	Readings	Class Activities	Assignments
<p>1/22</p> <p>Introduction-</p> <p>Question:</p> <p>How did you learn to read?</p>	<p>Syllabus, Assignments & Forms;</p>	<p>-Assignments & Expectations are discussed</p> <p>-Group members discuss assignments</p> <p>Read aloud -Dr. O</p>	
<p>1/29</p> <p>Children's Literature: Value, Evaluation, & Awards</p> <p>-What is Children's Literature?</p>	<p>All groups read</p> <p>-Chp 1 (Kiefer Text):</p> <p>Value = 8 - 11</p> <p>Evaluation = 15</p> <p>Awards = 22-23</p> <p><u>Canvas article:</u> The World of Children's Literature. Feeney & Moravcik</p>	<p>Group 1</p> <p>-Read Aloud & Facilitates discussions on class topic(s)</p>	
<p>2/5</p> <p>Children's Literature: Ages & Stages</p> <p>Language & Children's Literature</p>	<p>All groups read</p> <p>-Chp 2 (Kiefer): p.44 - 48 -</p> <p><u>Canvas Notes</u></p> <p>Ages, Stages, Genres; Children's Lit: Ages & Skills</p>	<p>Group 2</p> <p>-Read Aloud & Facilitates discussions on class topic(s)</p>	



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

Date & Topic	Readings	Class Activities	Assignments
<p>2/12</p> <p>Children's Literature: Genres & Literacy</p> <p>Picture Books & Poetry</p>	<p><i>All groups read</i></p> <p>Canvas reading - Chap 2 p 41-44 IN</p> <p><u>Sharing the Magic of Literature</u>. Lily & Green.</p> <p>-Chaps 5 & 8 (Kiefer Text)</p>	<p>Group 3</p> <p>-Read Aloud ∅</p> <p><i>Facilitates discussions on class topic(s)</i></p> <p>Group 3 will bring ∅ share samples of Genres - Picture Books & Poetry</p>	
<p>2/19</p> <p>Children's Literature: Genres & Literacy</p> <p>Traditional Literature</p>	<p><i>All groups read:</i></p> <p>Chap 6 (Kiefer)</p>	<p>Group 4</p> <p>-Read Aloud ∅</p> <p><i>Facilitates discussions on class topic(s)</i></p> <p>Group 4 will bring ∅ share samples of Genre -Traditional Literature</p>	<p><i>Time to discuss Annotated Bibliography</i></p>
<p>2/26</p> <p>Children's Literature: Genres & Literacy</p> <p>Realistic & Historical fiction</p>	<p><i>All groups read:</i></p> <p>Chaps 9 & 10 (Kiefer)</p>	<p><i>Groups will share findings on Genres of Literature using Chart on page 14 of this syllabus</i></p>	



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

Date & Topic	Readings	Class Activities	Assignments
<p>3/4</p> <p>Children’s Literature: Linking Home and School Diversity</p>	<p><i>All groups read:</i></p> <p>Canvas reading – Chap 3 Home-School Literacy partnerships <i>Sharing the Magic of Literature.</i> Lily & Green:</p>	<p><i>Group 5</i></p> <p><i>-Read Aloud @</i></p> <p><i>Facilitates discussions on class topic(s)</i></p>	
<p>3/11</p> <p>Pulling it together:</p> <p><i>Presentations & Evaluations</i></p> <p>=====</p>			<p>Submit:</p> <p>- Annotated Bibliography Assignments on 3/12</p>



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(ECE 372) 1 credit**

Genres of Literature to Promote Literacy: Characteristics & Titles of some Award -Winning Books

-Each group will use this chart framework to prepare information on assigned genre & award -winning books

Please share findings in class on 2/26

Class Group Genre(s)	<u>Description:</u> What & Whom to Look for- <i>characteristics, Favorite Examples of genre</i> (Title, Author & publisher) <i>-Award Winning Titles/Notable Mention in the Genre</i>	<u>Age group & Literacy Skills</u> (check <i>Kiefer Text</i> p. 110 - 111; 121-123; 140 - 141)
#1 - <u>Fiction:</u> <i>Historical & Realistic</i>		
#2- <u>Fantasy:</u>		
#3 - <u>Picture Books</u>		
#4.- <u>Traditional Literature</u>		
# 5 <u>Multicultural books</u>		



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

Suggested Web sites -ECE 372

- <https://ccbc.education.wisc.edu/>
- www.ala.org
- www.acs.ucalgary.ca/~dkbrown/index.html
- <http://wowlit.org>
- www.readingrockets.org
- www.thriftbooks.com
- <http://www.barnesandnoble.com/u/Childrens-Books-Learning-Toys-Kids-DVDs/379001718/>
- www.education-world.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.crayola.com/educators
- www.Thecanadianteacher.com
- www.ctw.org/sesame/activities
- www.wilearns.com (Wisconsin Literacy Education & Reading Network)
- www.lessonplanet.com (resources on lesson plans on folklores, fables – FREE for 10 days)
- http://www.windmillbooks.com/index.php?option=com_content&view=article&id=5 Windmill Books
- <http://www.harpercollinschildrens.com/> Harper Collins
- <http://store.scholastic.com/webapp/wcs/stores/servlet/HomeView?storeId=10052&catalogId=10051-Scholastic Store>
- http://www.betterworldbooks.com/custom.aspx?f=cat_child&utm_source=google&utm_campaign=category&utm_medium=childrens_books&utm_term=children%20book&utm_content=cat_child -Better World Books
- <http://www.amazon.com/Childrens-Books/b?ie=UTF8&node=4> - Amazon Children's Books
- <http://www.childrens-books-warehouse.com/> -Children's Books Warehouse
- <http://www.barnesandnoble.com/u/childrens-books-kids-books/379001718/> Barne's& Noble Kids



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

- http://www.cbomc.com/pages/nm/nmhomepage.jsp?YSID=1277&WT.srch=1&YIXL=DART&YTYP=net&YTID=BR7_70_40_a2329_GENERAL -Children's Book of the Month
 - <http://www.randomhouse.com/kids/index.pperl> -Kids @ Random House
 - <http://www.bargainbookshop.com/SearchResults.aspx?Search=New&Category=Children%5c%27s+Books&Fixed=1&SortBy=SalesRank> -Bargain Book Shop
 - www.ctw.org/sesame/activities
 - www.americanfolklore.net
 - www.pitara.com/talespin/folktales.asp
- =====