**Instructor Information**Instructor:  **Donna Nelson**

**Office:**Room 433-CPS Building             **Classroom:** On line

**Class:** Asynchronous

**Virtual Office Hours: By Appointment**

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### ****ECED 701: Curriculum & Methods:  Kindergarten.****

**Introduction**: Quotes About Kindergarten – Where It all Started.

* A child that plays thoroughly with self-active determination perseveringly until physical fatigue forbids will surely be a thorough determined man capable of self -sacrifice for the promotion of the welfare of himself and others. Is not the most beautiful expression of child life at this time a playing child? A child wholly absorbed in his play – a child that has fallen asleep while so absorbed?  Frederich Froebel “The Education of Man”
* Successful teachers start from where the children are, not from where the children’s chronological age indicates that teachers should start, or from where the curriculum tells them to start. (Erin Hyde, Marilyn Martinez, & Yvonne Smith, 2015) “Kindergarten: Where it starts and where it goes”. In Teaching Kindergarten: Learner-Centered Classrooms for the 21st Century. Diamond, J., Grob, B., & Reitzes, F. (eds)
* [Teacher]Candidates must ground their curriculum in a set of core approaches to teaching that are supported by research and are closely linked to the processes of early development and learning. With preschool and early primary grade children, the relative weight and explicitness of subject matter or academic content become more evident in the curriculum, and yet the core approaches or strategies remain as a consistent framework. For example, engaging conversations, thought-provoking questions, provision of materials, and spontaneous activities are all evident in candidates’ repertoire of teaching skills. (NAEYC Professional Preparation Standards September 2012 2011 ©National Association for the Education of Young Children, All Rights Reserved)

**DESCRIPTION of COURSE:**

Course examines the Kindergartner as a whole child with very specific physical, language, socio-emotional & cognitive growth and needs, and how such needs can be met in the EC classroom. The course specifically examines how:

* The kindergartner fits into the theories of Piaget, Vygotsky, Gardner’s Multiple Intelligences, Montessori and Early Brain Research.
* The Early Childhood Educator designs the classroom, plan developmentally appropriate curricula in Expressive Arts, Language Arts, Science, Social Studies, Math, and Health Education for the kindergartner.
* To ensure the deliberate integration of STEM, Intentional Play, Expressive Arts, Language Arts, Socio-Emotional Learning, Science, Social Studies, Math, Health Education; Anti -Bias perspectives and the use of Persona Dolls in promoting diversity in kindergarten.
* Assessment can be integrated authentically in the kindergarten classroom.

**Enduring Understanding:** Learners will understand that:

* Kindergarten has undergone several changes that affect how educators plan and implement developmentally-appropriate curriculum for the kindergartner; There is more to a Kindergartner than meets the eye.
* Knowledge of the changes affecting Kindergarten and academic implications provide the foundation for a successful learning experience for a kindergartner.

**Essential Qs:**

-Who is a Kindergartner of today compared to a Kindergartner of five to ten years ago? What are those changes that have affected or influenced Kindergarten?

- How do these changes help or hinder the educator in creating an environment that nurtures and enriches successful learning in kindergarten.

**Learning Outcomes: Students will**

= Describe the growth & development of a Kindergartner and implications in a 21st century classroom. (how the teacher’s knowledge of growth and capabilities of the kindergartner affects learning in a global age)

= Identify and apply principles of authentic assessments and knowledge of learners in preparing learning activities in a Kindergarten classroom.

= Design an Integrated Thematic Unit plan - integrate language arts, Science, Social Studies, Math and Expressive Arts for learners in a K classroom.

**Course Text (RENTAL) - REQUIRED**

* Mayesky, M (2015). Creative activities for young children. (11th). Belmont, CA: Wadsworth, Cengage Learning

**Supplementary Readings: Optional**

* White Teacher by Vivian Paley

**COURSE CONTENT: (ECED 701)**

* Readings, Reviews, & Thoughtful /Practical Analysis of Class Readings in Language Arts, Expressive Arts, Math, Science, Health Education, Social Studies, & Globalization/Diversity (use of Persona Dolls)
* Assignments: (i) Short Reviews and/or Discussion Postings on WEEKLY QUESTIONS shared by Mrs. Nelson.  (ii) Lesson Plan on Diversity (Using a Persona Doll); (iii) Final Integrated Unit Plan on FAMILY
* In Lieu of Practicum – Prepare & Share Personal Observations of a Kindergarten classroom on ATLAS; Prepare a Lesson Plan on the use of Persona Dolls in your classroom

**Learning Outcomes:**

**Knowledge:** (KNOW)

* Participants will describe how their knowledge of specific theories guide how they teach kindergarten.
* Participants will explain and practice how to align their teaching practices with DPI Academic Standards for kindergarten.
* Participants will list the impact of exploring diversity on their teaching practices.

**Skills:** (ABLE TO DO)

* Participants will be able to design learning activities reflective of their knowledge of Kindergartners and Academic Standards (from dpi).
* Participants will be able to plan activities that engage learners’ knowledge and interests in language arts, Science, Social Studies, Math and Expressive Arts.
* Participants will demonstrate how to explore diversity, globalization, and anti-bias practices through the use of Persona Dolls.

**Disposition**: (VALUE/APPRECIATE)

* Participants will appreciate planning standard-based and developmentally – appropriate learning activities for Kindergarten.
* Participants will value authentic assessment in planning and implementing age-appropriate activities for kindergartners
* Participants will value how to integrate language arts, Science, Social Studies, Math and Expressive Arts in Kindergarten classrooms.

Participants will meet the outcomes listed above through a combination of the following activities in this course:

* Readings and discussion POSTS.
* Preparation of reflections and lesson plans after watching specific video tapes on ATLAS (Topics = Knowledge of learners to guide lesson planning; Authentic assessments)
* Application of the Understanding by Design framework to designing lesson plans on the Theme - **Family**

#### ****MODULES of Learning****

#### ****WHO is a Kindergartner****

* **Overall Growth & Development:** Physical, Socio-emotional, Language, Intellectual – Morrison
* **NAEYC Standards  for Professional Preparation**
* **Theories:** Brain Research; Piaget; Vygotsky, MI, Anti-Bias, Erikson;(Beloglovsky Text)
* **Developmentally – Appropriate Practices**– NAEYC perspectives on Engaging & Teaching K (Kostelnik at al text)
* [**Teaching Kindergarten Ch 1** (Links to an external site.)](https://ebookcentral.proquest.com/lib/uwsp/detail.action?docID=4306992)
* [**Teaching**](https://uwstp.instructure.com/courses/334828/files/20331641/download?wrap=1)**Kindergarten Ch 2 pg. 29-45.pdf**
* [**NAEYC Standards for PreService Educators.docx**](https://uwstp.instructure.com/courses/334828/files/20331646/download?wrap=1)****
* [Lally Mangione. Caring Relationships. Young Children May 1, 2017.pdf](https://uwstp.instructure.com/courses/334828/files/20331630/download?wrap=1)
* [Rushton and Rushton Findings on Brain.pdf](https://uwstp.instructure.com/courses/334828/files/20331631/download?wrap=1)
* [Schiller. Turning Knowledge into practice Child Care Information Exchange. 1999.pdf](https://uwstp.instructure.com/courses/334828/files/20331636/download?wrap=1)
* [Regenstein, E., Connors, M. C., Romero-Jurado, R., & Weiner, J. 2018. Effective Kindergarten](https://uwstp.instructure.com/courses/334828/files/20331626/download?wrap=1)
* [Readiness Assessments. YC Young Children, 36–43..pdf](https://uwstp.instructure.com/courses/334828/files/20331626/download?wrap=1)
* [Beloglovsky, M., & Daly, L. (2015). Early learning theories made visible. Part 1 (multiple user but not unlimited) (Links to an external site.)](https://ebookcentral.proquest.com/lib/uwsp/reader.action?docID=1725419&ppg=18)
* [Beloglovsky, M., & Daly, L. (2015). Early learning theories made visible.. Part 2 (multiple users allowed, not unlimited) (Links to an external site.)](https://ebookcentral.proquest.com/lib/uwsp/reader.action?docID=1725419&ppg=44)
* [Gronlund, G. (2010). "Planning for Play" In Developmentally appropriate play : Guiding young children to a higher level. Chapter 3.(Links to an external site.)](https://ebookcentral.proquest.com/lib/uwsp/reader.action?docID=927903&ppg=44)
* [Gronlund, Gaye. "Interacting with Children to Enhance Play." In Developmentally Appropriate Play : Guiding Young Children to a Higher Level, Chapter 5](https://ebookcentral.proquest.com/lib/uwsp/reader.action?docID=927903&ppg=78)
* Tyre. (2009) Skills Kids Need Before They Read
* Ho & Funk (2018) Promoting young children’s Social Emotional Health – Young children, 73 (1) 73-79
* [(Links to an external site.)](https://nceln.fpg.unc.edu/sites/nceln.fpg.unc.edu/files/resources/NC-DPI-SEFELNewsletter.pdf)[Social/Emotional Learning Competencies](https://uwstp.instructure.com/courses/334828/pages/week-5-september-28th/edit)
* [Early Childhood Education Today Ch 3 pg 69-108.pdf](https://uwstp.instructure.com/courses/334828/files/20331645/download?wrap=1)
* [Observing, Planning, Guiding. Young Children, March 2018, pp.31-35.pdf](https://uwstp.instructure.com/courses/334828/files/20331629/download?wrap=1)
* [Early Childhood Education Today Ch 11 pg 319-349.pdf](https://uwstp.instructure.com/courses/334828/files/20331628/download?wrap=1)

#### ****Preparing the 4K-K classroom IN connection to theories:****

* Socioemotional focus (Starting with Peace; Second Steps, Zones of Regulation - Erikson)
* Teach with Findings from Brain Research – Vygotsky, Piaget, Gardner
* STEM/STEAM / Technology – Karen H (YouTube)
* Diversity & Globalization – Anti – Bias practices, Global resources (taking up a cause); Persona Dolls (AMAZE)
* What is Play? How do we plan and keep play intentional? (Gronlund) & Young Children (2018) Observing, Planning, Guiding: How an intentional teacher meets standards through play (Patricia McDonald 2018; 31-35)
* [Brahms and Wardrip Learning Practices of Making. Teaching Young Children 2016pdf.pdf](https://uwstp.instructure.com/courses/334828/files/20331632/download?wrap=1)
* [Ruzzi Eckhoff. STEM resources. Young children March 1, 2017.pdf](https://uwstp.instructure.com/courses/334828/files/20331623/download?wrap=1)
* **Schiller, P – Turning Knowledge into Practice. E-RESERVE**
* **Rushton & Juola Rushton (2011)– Brain & high Quality ECE classrooms**
* **Wilson L (2014) – Creating a Brain -based classroom.**
* **Brahms & Wardrip (2017) Learning the practices in Making. E-RESERVE**
* **Ruzzi & Eckhoff (2017): Stem Resources & Materials for engaging learning experiences       E-RESERVE**
* **Wilson-Lopez (2015). Integrating Literacy & Engineering**
* **Heroman (2017) (i) On STEM; (ii)Sample of STEM Making & Tinkering**
* [Whitney, Tricia. Using Persona Dolls to Help Children Develop Anti-bias Attitudes. In Pelo, Ann. Reinventing Early Childhood Education., 2008](https://uwstp.instructure.com/courses/334828/modules/items/6808549)
* T[**avangar: Every Journey Begins with a Step. ASCD.**](https://uwstp.instructure.com/courses/334828/modules/items/6808546)
* [**Ullmans, E. Taking your Classroom Global. Education Update, 2015.**](https://uwstp.instructure.com/courses/334828/modules/items/6808548)
* [**Thomas, Meg. Amaze Persona Dolls**](https://uwstp.instructure.com/courses/334828/modules/items/6808547)
* Kosoff & Doane: Bringing Stories to Life
* Bonnie Ripstein (2018) - “There’s a Story in My Picture!” Connecting Art, Literacy, and Drama through Storytelling in a Kindergarten Classroom. Young Children -**E-RESERVE**
* Diamond et al., Editors, 2015) Teaching kindergarten: Learner-centered classrooms for the 21st century.: **E-RESERVE**
* Chapter 5: **They thanked the Bear, Then they ate the bear- an Integrated Block-Based Curriculum E-RESERVE**
* [**Ripstein, B. (2018). “There’s a Story in My Picture!” YC: Young Children, 73(1), 16–21.**](https://uwstp.instructure.com/courses/334828/modules/items/6808542)
* [**Diamond et al 2015. Chap 1- Learner Centered Teaching =pg 5-28. pdf**](https://uwstp.instructure.com/courses/334828/modules/items/6808552)
* [**Diamond et al. Chap 5- They thanked the Bear ---- = pg 69-79.pdf**](https://uwstp.instructure.com/courses/334828/modules/items/6808554)

#### ****Curriculum in K:  Teaching and Planning Learning Activities****

* [**Diamond et al. Chap 9: Teaching Math in K. = pg. 116-125.pdf**](https://uwstp.instructure.com/courses/334828/modules/items/6808556)
* [**Cerniglia - Musical Play in Early Childhood Classrooms.pdf**](https://uwstp.instructure.com/courses/334828/modules/items/6808559)
* [**Diamond et al. Chap 6 - The museum of experts. = pg 80-96.pdf**](https://uwstp.instructure.com/courses/334828/modules/items/6808555)

[**Joyful Learning in Kindergarten. (2018). YC: Young Children, 73(1), 4–5.**](https://uwstp.instructure.com/courses/334828/modules/items/6808538)

 (Source =ATLAS RESOURCES<https://atlas.nbpts.org/resources/>

* Practical Lessons from ATLAS
* Expressive Arts – Art, Music, Creative Movement & Creative Dramatics (Mayesky)
* Planning for Science, Math, Health Ed, & Social Studies (Mayersky)

<https://www.3m.com/3M/en_US/gives-us/education/science-at-home/>(Science)

* PROVIDE resources on Children’s Literature
* OTHERS: Hands On Experience

<https://atlas.nbpts.org/resources/>

* Connect Class Readings, Video Clips, (ATLAS), & Personal Experience TO:
1. ANY Chapter in the Book –Diamond, J, Grob, B, Reitzes, F. (2015) (Eds). Teaching kindergarten: Learner-centered classrooms for the 21st century. Columbia University: Teachers College Press.
2. White Teacher by Vivian Paley. Harvard Press
* Other Class Readings

#### ****Assignments****

|  |  |  |
| --- | --- | --- |
| **Title of Assignment** | **Description** | **Relevant NAEYC Standard****Points & Due Date** |
| **Discussion POSTS**#1. My K Experience, NAEYC Standard, & My classroom         #2. Perspective on Assessment      #3. Teaching Diversity in Kdg? | Briefly summarize your experience as a Kindergartner. Connect this experience to **ONE** of the NAEYC Standards (there are seven of them). Identify and write out the chosen standard e.g. Standard 1: Promoting Child Development and Learning.Explain how your experience reflected this Standard; AND how the Standard would guide your knowledge and planning of age-appropriate curricula in your classroom.What does assessment mean to you? What are TWO essentials of Assessment? How will you integrate these essentials as you assess young learners in your classroom? Knowing that the landscape of America keeps changing, will you teach Anti-Bias, Diversity and or Globalization in kindergarten? Why? Why Not?Please share two ways that you would actively teach Anti-Bias, Diversity and or Globalization in your classroom. Include relevant class readings, especially, Paley’s White Teacher to enhance your response. | **NAEYC Standard  1, 2, 3,5, & 6****Posting 15 points** **NAEYC Standard** **3** -**Posting *15 points*****ALL NAEYC Standards 1 – 7****Posting *15 points*** |
| **K. Classroom****Observation: Focus on ONE:** Assessment, Learning Environment, Adult-Student Relationship | Explaining the Kindergarten Classroom Observation Assignment:1. Go on ATLAS web
2. Find a Kindergarten classroom (# 218 works but you can choose another if you wish)
3. Use the Observation Form to document all you saw in the classroom

-Choose your focus right at the top of the form (Focus of Observation: Adult-Student Relationships, OR Learning Environment, OR Assessment of Learning (circle ONE)-Fill the other sections A - C- Reflect on your Focus in D: Be sure to include class readings in this section. | **NAEYC**  **Standards 1, 3, 5** ***Posting 25 points*** |
| **Lesson Plan on Persona Doll and Family** | Read all the articles about Persona Dolls provided on Canvas, especially the one written by Trisha Whitney. The readings will give you an idea of Persona Dolls and their role in promoting anti-bias and diversity. You will need to figure out how you can utilize them in your K classroom to guide your learners’ understanding / exploration of several themes reflective of diversity.=After reading the articles on Persona Doll, feel free to choose one, OR decide to make one for yourself. Once you choose a persona doll, know as much as you can about this doll or if you create one, be sure to create a story about this doll. Plan on bringing this doll to your classroom to visit. Remember that a Persona Doll is NOT a toy or plastic babies to be washed or played with. Persona Dolls are REAL. To integrate a Persona Doll in your lesson plan on Family, please consider the following:-Find a children’s book on FAMILY.-Read your chosen book and think of one or two BIG IDEAS (rem. UBD) that you want your students to learn about family: for e.g. Families come in different shapes and sizes; a family is a group of people that care for/about one another; Families are not defined by where they live or what they look like.Think about how you can integrate a Persona Doll in exploring your BIG IDEAS on “family” with your kindergartners.Remember to formulate those Qs that will jump start your learners’ interests e.g. what is a family?  What does a family mean to you?  Do all families look alike? | **NAEYC Standards****1, 2, 3, 4, 5, 6** ***Posting* 30 points**     |
|  |  |  |
| **Integrated Unit Plan (Signature Assignment)**-Lesson: Expressive Arts   Integrate Art and Drama-Lesson: Language Arts-Lesson:    Integrate Social Studies     and Science-Lesson: Math/ STEM Integrate - White Teacher OR Chapter from Teaching K for a Global World in your Unit Plan | – Theme, Theory, Children’s books, Enduring Understanding, Essential Qs, Learning Outcomes, Standards: – WI Model Academic StandardsSignature Assessment – Thematic Unit Plan on FAMILY.  This assignment involves the preparation and implementation of a thematic, developmentally appropriate learning activities in the kindergarten classrooms.  These learning activities will include the following curricula; language arts, social studies, math, science. Health education and expressive arts. | **NAEYC Standards****1, 2, 3, 4, 5, 6, 7**  ***Posting* 100 points**        |

**VIDEOS/WEBSITES**

<https://www.pblworks.org/video-taking-care-our-environment>(Project Based Learning)

<https://atlas.nbpts.org/resources/> (till July 9, 2020)

<https://www.3m.com/3M/en_US/gives-us/education/science-at-home/> (Science)

[www.naeyc.org](http://www.naeyc.org/)

<https://www.kqed.org/podcasts/mindshift>

#### CHART of ASSIGNMENTS & GRADES

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points** | **NAEYC Standards** |
| Posts/Discussions: 1) Kindergarten Experience, 2) Assessment, 3)Diversity | **45=**#1 = 15, #2 =15, #3 =**15** | 1, 2, 3,5, & 6 |
| Observation of a Kindergarten Classroom | **25** | 1, 3, 5 |
| Lesson Plan – Persona Dolls & Family | **30** | 1, 2, 3, 4, 5, 6 |
|  |  |  |
| Final Integrated Unit Plan - Family | **100** | 1, 2, 4, 5, 6 |
| Professionalism/Participation |  |   |

Total = 200 points

GRADES

190 – 200 = A

180 – 189 = A-

170 – 179 = B+

160 – 169 = B

150 – 159 = B-

140 – 149 = C+

130 – 139 = C

120 – 129 = C-

110 – 119 = D (failure)

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 the student needing to repeat the course.

#### ****COURSE OUTLINE:****SUBJECT TO CHANGE

**Lesson 1 Student Introductions, Introduction and Assessment (PPT)**

 **Post and respond Student Introductions**

 **Readings: Mayesky TEXT Readings:**

**Chapter 1    Learner-Centered Teaching**

**Lesson 2 Play in Kindergarten (PPT)**

 **Gronlund (2010) DAP Play: - E-RESERVE**

i.Chapter 3 – Planning for Play

ii. Chapter 5- Interacting with children to enhance Play

**Lesson 3 Learning Theories (PPT)**

|  |  |  |  |
| --- | --- | --- | --- |
| i. Beloglovsky & Daly (2015): Early Theories made visible.-**Part 1**)**E-RESERVE**ii. Beloglovsky & Daly (2015): Early Theories made visible. **Part 2 E-RESERVE** |  |  |  |

**Lesson 4 Kindergarten Skills (PPT)**

Tyre. (2009) Skills Kids Need Before They Read

 Morrison – Chapter on Kindergarten **E-RESERVE**

 Ho & Funk (2018) Promoting young children’s Social Emotional Health – Young children, 73 (1) 73-79

**Lesson 5 Assessment (PPT)**

*Assessment*

*– DPI tool/Chart -Assessment of Socio-Emotional Status of Young Children*

*-Morrison Text on Assessment****E-RESERVE***

*-McDonald, P.  (2018) – Observing, Planning, Guiding young children---*Young Children*, 73, (1), 31-35****E-RESERVE***

**Lesson 6 Math (PPT)**

-Chap 20 (Required)

- Diamond et al., Editors, 2015) Teaching kindergarten: Learner-centered classrooms for the 21st century. **E-RESERVE**

**=**Chapter 9: **Teaching Math in Kindergarten**    **E-RESERVE**

**Lesson 7 Diversity (PPT)**

***Discussion & Posting****Qs*1. Knowing that the landscape of America keeps changing, will you teach Anti-Bias, Diversity and or Globalization in kindergarten? Why? Why Not?

Qs. 2 Please share two ways that you would actively teach Anti-Bias, Diversity and or Globalization in your classroom. Include relevant class readings, especially, Paley’s White Teacher to enhance your response

 **DIVERSITY: Anti-Bias / Persona Dolls**

**=Find & read an article on ANTI-BIAS perspective www.naeyc.org**

=Whitney: Using Persona dolls help children --- Anti-Bias – **E-RESERVE**

= Personal Notes: Persona Dolls

=Description of Amaze Dolls

=Thomas, Meg – Amaze Persona Dolls – **E-RESERVE**

= Shapon, Maria – Learning in an Inclusive Community

**Globalization**

**Tavangar:**Every Journey begins with a step. **E-RESERVE**

**Ullmans:**Taking your classroom global**. E-RESERVE**

**Lindsay –**Online Collaboration: How to Start

**Lesson 8 Brain Research (PPT)**

**BRAIN RESEARCH:**

**Whole- Brain Learning**[Whole Brain Teaching Study Video: Five Step Lesson: Second Grade: Pronouns](https://youtu.be/SEpdD2zuavE)

[Whole Brain Teaching: Transitional Kindergarten: Golden Quad](https://www.youtube.com/watch?v=37s7FuZgXPA)

 **Brain Research & Cambourne Conditions for Learning**

 **Schiller, P – Turning Knowledge into Practice. E-RESERVE**

 **Rushton & Juola Rushton (2011)– Brain & high Quality ECE classrooms**

 **Wilson L (2014) – Creating a Brain -based classroom.**

**Lesson 9 Science (PPT)**

Chap 19 [Required]

<https://www.3m.com/3M/en_US/gives-us/education/science-at-home/> (Science at Home website) Required

 **STEM:**

**Listen to Webinar: Making & Tinkering with Stem**[**Webinar: Back to School–Making and Tinkering With STEM**](https://www.youtube.com/watch?v=M67tDikVU6Q)**; by Cate Heroman : What you need to know about Tinkering, Making, & Engineering**

**ARTICLES ON STEM/MAKING:**

**=Brahms & Wardrip (2017) Learning the practices in Making. E-RESERVE**

**=Ruzzi & Eckhoff (2017): Stem Resources & Materials for engaging learning experiences       E-RESERVE**

**=Wilson-Lopez (2015). Integrating Literacy & Engineering**

**= Heroman (2017) (i) On STEM; (ii)Sample of STEM Making & Tinkering**

**Lesson 10 Music and Creative Movement (PPT)**

**Mayesky TEXT Readings: Music & Creative Movement**

Music

Chap 16 (Required)

 Musical play in EC classrooms: Taking it one step further. By Ellen Carniglia (2013) Young Children (E- Reserve)

Creative Movement

 Chap 17 (Required)

 Skoning -Dancing the Curriculum.

 **Mayesky TEXT Readings:**

**Art** – Chaps 9 & 11 (Recommended)

          Chaps 10 & 12 (Required)\*

 **Creative Dramatics**- CHAP 15(Required)\*

-Kosoff & Doane: Bringing Stories to Life

-Bonnie Ripstein (2018) - “There’s a Story in My Picture!” Connecting Art, Literacy, and Drama through Storytelling in a Kindergarten Classroom. Young Children -**E-RESERVE**

- Diamond et al., Editors, 2015) Teaching kindergarten: Learner-centered classrooms for the 21st century.: **E-RESERVE**

**=**Chapter 5: **They thanked the Bear, Then they ate the bear- an Integrated Block-Based Curriculum E-RESERVE**

**Lesson 11 Social Studies (PPT)**

**Mayesky TEXT Readings: Social Studies**  Social Studies Strands (Word doc)

Friedman’s SS in Action - PDF

- Mindes, G’s Pushing Up SS - PDF

**Lesson 12 Health Education (PPT)**

Diamond et al., Editors, 2015) Teaching kindergarten: Learner-centered classrooms for the 21st century.: **E-RESERVE**

 **Mayesky TEXT Readings: Health Education**

Health Education

**-**Chap 21 [Required]

|  |  |  |
| --- | --- | --- |
|  | Tyre. (2009) Skills Kids Need Before They Read- Morrison – Chapter on Kindergarten **E-RESERVE**- Ho & Funk (2018) Promoting young children’s Social Emotional Health – Young children, 73 (1) 73-79 |  |

**IMPORTANT NOTE:**

1. **Optional: Start reading “**White Teacher**”**by Vivian Paley. You **may**wish to create a personal journal on your reflections on each chapter. Consider Qs – What is her message to me in this chapter? What do I agree or/and disagree with? Points to Remember for my K classroom/or students
2. **Week 1 Discussion & Posting -**My K Experience, NAEYC Standard, & My classroom (see details on CANVAS) DUE on 2/5/21
3. **Week 2 Discussion and Posting - What does assessment mean to you?**

**What are TWO essentials of Assessment? How will you integrate these essentials as you assess young learners in your classroom?**

Try to remember your Kindergarten experience. Do the following:

1. Briefly summarize your experience
2. Connect this experience to **ONE** of the NAEYC Standards (there are seven of them). State
3. Explain how your experience reflected this Standard; AND how the Standard would guide your knowledge and planning of age-appropriate curricula in your classroom.

Identify and write out the chosen standard e.g. Standard 1: Promoting Child Development

|  |  |  |
| --- | --- | --- |
|  |  |  |

**IMPORTANT NOTE:**

1. Continue reading **“**White Teacher**”**by Vivian Paley. You **may**wish to create a personal journal on your reflections on each chapter. Consider Qs – What is her message to me in this chapter? What do I agree or/and disagree with? Points to Remember for my K classroom/or students. **Only applicable if you are not done reading the book.**

**Week 3: (i) Discussion & Posting**Qs 1. Knowing that the landscape of America keeps changing, will you teach Anti-Bias, Diversity and or Globalization in kindergarten? Why? Why Not?

Qs. 2 Please share two ways that you would actively teach Anti-Bias, Diversity and or Globalization in your classroom. Include relevant class readings, especially, Paley’s White Teacher to enhance your response. (worth = 10 points)

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WEB SITES -FYI

 <https://www.pblworks.org/>  (Project -Based Learning) you will need to sign in.

<https://atlas.nbpts.org/resources/>

<https://www.3m.com/3M/en_US/gives-us/education/science-at-home/> (Science)

[www.naeyc.org](http://www.naeyc.org/) – ANOTHER GOLD MINE in Early Childhood Resources

Music & Creative Movement: FYI

|  |  |  |
| --- | --- | --- |
| **Web site** | **Music** | **Creative Movement /Other** |
| [www.songsforteaching.com](http://www.songsforteaching.com/)<http://mindsinmotion.org/about/> |   |   |
| [www.putumayo.com](http://www.putumayo.com/) |   |   |
| [www.kidsongs.com](http://www.kidsongs.com/)[www.gonoodle.com](http://www.gonoodle.com/) |   |   |
| [www.littlegiraffes.com/lettersongsrhymes.html](http://www.littlegiraffes.com/lettersongsrhymes.html)<https://pbskids.org/games/music/> |   |   |

<http://singinggamesforchildren.com/index.htm?LMCL=egHZGV&LMCL=mO38bX&LMCL=egHZGV&LMCL=mO38bX>

<https://hobbylark.com/performing-arts/Creative-Movement-and-Dance-Lesson-Ideas-for-Preschool-children>

**NAEYC STANDARDS (TO Guide Educator Preparation)**

|  |  |  |
| --- | --- | --- |
| NAEYC Standard | Title/Descriptor | Brief Explanation/Key Words (**My Summary**) |
| STANDARD 1. | **PROMOTING CHILD DEVELOPMENT AND LEARNING:** | Overall Characteristics & Needs of a child/children; role of environment - accessibility & availability of specific resources; cultural expectations & values; adults, |
| STANDARD 2 | **BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**  | Establish, Engage, Encourage – RELATIONSHIPS w/ families & community in classroom; Respect, Partnerships, Home Visits? |
| STANDARD 3 | **OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**.  | Types, Role, Reason, Age appropriateness of Assessment; Embed these in Daily Routine; Ongoing, Collaborative; Contextual; Respect Emergent |
| STANDARD 4 | **USING DEVELOPMENTALLY EFFECTIVE APPROACHES**  | Understand Impact of Age appropriateness, Learning Environment, Relationships, Culture, |
| STANDARD 5 | **USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM** | Knowledge (personal & theoretical) of Subjects, Content, Inquiry Tools, Disciplines, Domains of Learning, Resources, Standards; Outcomes, Evaluation |
| STANDARD 6 | **BECOMING A PROFESSIONAL** | ECE profession Identify, Collaborate, Advocate |
| STANDARD 7 | **EARLY CHILDHOOD FIELD EXPERIENCES** | Observation and Practice in EC settings |

**Dispositions**

In 2010, the School of Education adopted the Professional Educational Program Teacher Candidate Dispositions. 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.  Should the need arise; a tiered-approach is available and individualized to individual students.

**InTASC #10**

**10r**. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning (disposition).

**10t.** The teacher embraces the challenge of continuous improvement and change (disposition).

**NOTE: Important SOE/UWSP policies for all students**

**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, visit

<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>.

**Equal Access for Students with Disabilities**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

## Course Summary:

| **Date** | **Details** |
| --- | --- |
|  | Discussion Topic [Student Introductions Discussion](https://uwstp.instructure.com/courses/334828/discussion_topics/1558247) |  |
|  | Assignment [My K Experience, NAEYC Standard, & My classroom](https://uwstp.instructure.com/courses/334828/assignments/2302253) |  |
|  | Assignment [Perspective on Assessment](https://uwstp.instructure.com/courses/334828/assignments/2302254) |  |
|  | Assignment [Teaching Diversity in K?](https://uwstp.instructure.com/courses/334828/assignments/2302255) |  |
|  | Assignment [K. Classroom Observation: Focus on ONE: Assessment, Learning Environment, Adult-Student Relationship](https://uwstp.instructure.com/courses/334828/assignments/2302251) |  |
|  | Assignment [Lesson Plan on Persona Doll and Family](https://uwstp.instructure.com/courses/334828/assignments/2302252) |  |
|  | Assignment [Integrated Unit Plan (Signature Assignment)](https://uwstp.instructure.com/courses/334828/assignments/2302250) |  |
|  |  |   |