



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 233)

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

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

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

COURSE TEXTS:

- Kiefer, Barbara (2013). *Charlotte Huck's Children's Literature*. 10th ed. Boston: McGraw Hill.
- Supplementary Readings: To Be Distributed As Needed

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 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



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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;

Learning Outcomes:

Knowledge: (KNOW)

- Students will identify the genres of children's literature and their role 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 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 produce various curricula topics in Pre-K classrooms based on their knowledge of the genres of children's literature;
- Students will be able to apply developmentally-appropriate hands-on thematic resources and materials through children's literature;
- Students will be able to construct relevant information on 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 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).

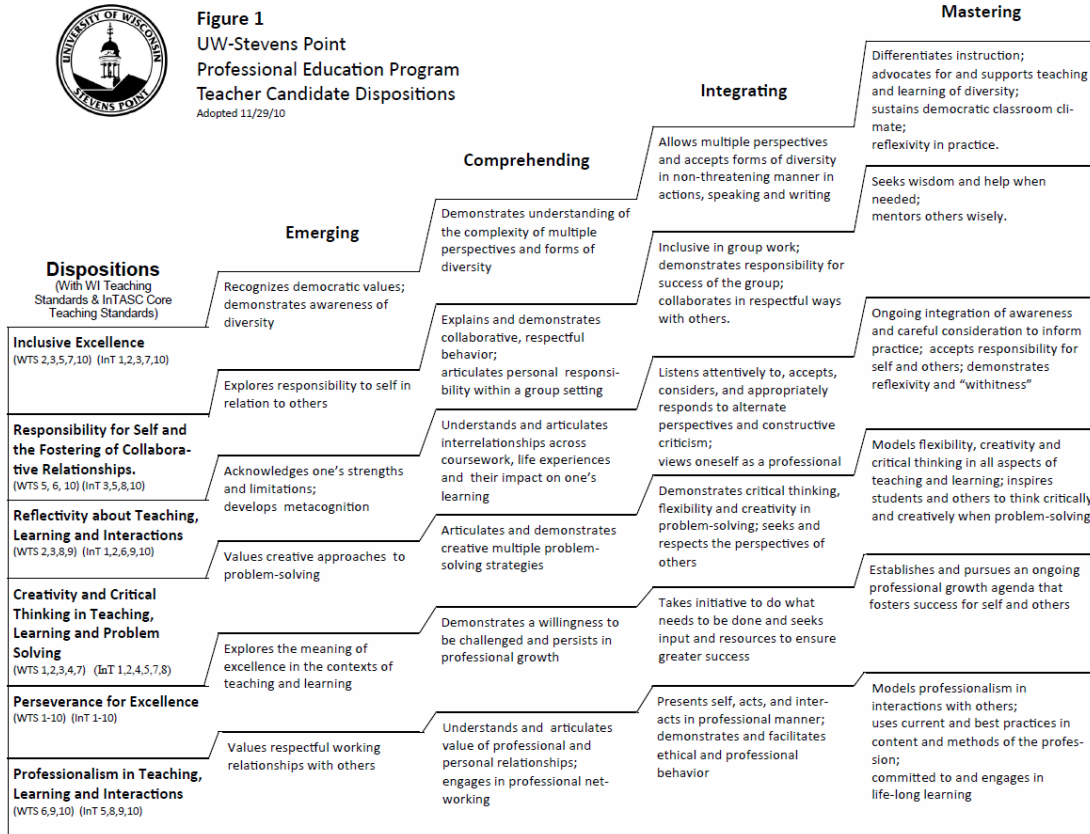
-The teacher embraces the challenge of continuous improvement and change (Disposition).



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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



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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 ff:

- Inform me via phone (preferred) @ 715-346-4742 ahead of time.
- Obtain missed class materials from colleagues and/or from D2L
- Complete and Submit Assignments

Attendance & Participation = 40 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) I will not accept late assignments in this course. If you anticipate any problems or concerns regarding the completion of specific assignments, please talk to me about these before due dates.
- (iii) A successful completion of each assignment counts toward your final grade. Please complete all assignments to the best of their ability.
- (iv) Rubrics are carefully prepared to guide the successful completion of each assignment.
- (v) To ensure a fair evaluation of your assignment, attach designated rubrics to each assignment.

Specific: ECE 372 assignments: Each group/pair/individual 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.
- ✚ Post all Revised Versions of ALL Signature Assessments by **end of March**. Send links ASAP to Dr. Ogunnaike.

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 my feelings.



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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 class
Review of Class Readings	Weekly Review & Facilitation of Topics	Group	Weekly in class
Felt Board	Prepare felt pieces on a book OR use technology to teach a hands – on lesson	Pairs	Class presentations
Annotated bibliography	Collection & review of at least 5-10 children’s books on a chosen theme	Group	– D2L – & Class

Assignment Policy:

- Assignments can be **completed as 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,
- Submit all assignments to Dr. O and or D2L on DUE dates
- Ensure that your name(s) are on each submitted assignment.



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ASSIGNMENTS: What, Points, InTASC

Assignment Title & Points	Brief description	DUE Where & Dates	INTASC Standards
Weekly Review & facilitation of topics <u>20 points</u>	<i>Use Form to review assigned readings</i>	Share & Submit in CLASS Weekly	#1, #2, #3, #4, #5,
Weekly Read Aloud & how book will be used to explore literacy in pre-K <u>20 points</u>	<i>Format will be shared</i>	Presented in class Weekly	#1, #2, #3, #4, #5,#6, #7, #8,
Felt Board and Subject /Theme <u>20 points</u>	<i>Sharing & extending a personal favorite book through <u>Felt Board</u> and a <u>literacy based activity</u></i>	Presented in class 2/28	#1, #2, #3, #4, #5,#6, #7, #8
Annotated Bibliography on a chosen diversity – related topic. <u>50 points</u>	<i>Compile an annotated bibliography – title, author, & summary, suggestions of learning activities on 5-10 children’s book.</i>	D2L 3/23/18	#1, #2, #3, #4, #5,#6, #7, #8, #9, #10
Attendance & Participation – <u>40 points</u>			ALL Total = 150 points

1 credit (ECE 372)					
140–150	= A	110-119	= B	80- 99	= C
130 -140	= A-	100-109	= B-	<80	= C- (failure)
120-130	= B+	90-99	= C+		



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Your Final Grades will reflect the following

GRADING OUTLINE:

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140–150	= A
130 -140	= A-
120-130	= B+
110-119	= B
100-109	= B-
90-99	= C+
80- 99	= C
<80	= C- (failure)

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



Suggested Web sites -ECE 372

- www.bookdepository.com;
- www.thriftbooks.com
<http://wowlit.org>
- <http://www.barnesandnoble.com/u/Childrens-Books-Learning-Toys-Kids-DVDs/379001718/>
- 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.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



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- <http://www.childrens-books-warehouse.com/>-Children's Books Warehouse
- <http://www.barnesandnoble.com/u/childrens-books-kids-books/379001718/> Barne's& Noble Kids
- 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.wilearns.com (Wisconsin Literacy Education & Reading Network)
- www.americanfolklore.net
- www.pitara.com/talespin/folktales.asp

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FYI

Eve Bunting- Realistic Fiction; Theme= Community Workers, Family, HSC

Tana Hoban – Concept books (Science)

Ezra Jack Keats – Picture books; Fantasy Theme = Neighborhood,



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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
<p>1/24</p> <p><u>Introduction-</u></p> <p>Question:</p> <p>HOW DID YOU LEARN TO READ</p>	<p><i>Syllabus, Assignments & Forms;</i></p>	<p><i>-Group members meet each other;</i></p> <p><i>-Assignments & Expectations are discussed</i></p> <p><i>Read aloud -Dr. O</i></p>	
<p>1/31</p> <p><u>Definition: Children’s Literature;</u></p> <p><i>-What is Children’s Literature?</i></p>	<p><i>All groups read</i></p> <p>-Chap 1 (Kiefer); -</p>	<p><i>Read Aloud by Group 1</i></p> <p><i>Group 1 facilitates Topic “<u>Foundations</u>” & <u>Children’s Literature</u></i></p>	<p><i>Keep reviews in Folders</i></p>
<p>2/7</p> <p><u>Children’s Development: Language & Children’s Literature</u></p>	<p><i>All groups read</i></p> <p>-Chap 2 (Kiefer Text): p.42 - 55</p> <p>E- Reserve-Chap 2 of Lily & Green Text, p. 75-87</p> <p><u>Sharing the Magic of Literature</u></p>	<p><i>Read Aloud by Group 2</i></p> <p><i>Group 2 facilitates Topic</i></p>	<p>Discuss Genre assignment in class</p>



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Date & Topic	Readings	Class Activities	Assignments
<p>2/14</p> <p><u>Genres of Literature & Promoting Literacy</u></p> <p><i>Books: Award Winning & Notable Mention</i></p>	<p><i>All groups</i></p> <p>-Chaps 4, 5, 6& 8 (Kiefer)</p> <p><i>Grp 1 – Chap 4; Grp 2 - Chap 5; Grp 3- Chap 6</i></p> <p><i>Grp 4 – Chap 8</i></p> <p><i>Dr. O-Share 42-43 of Lily & Green (2004)- PDF</i></p>	<p><i>Read Aloud by Group 3</i></p> <p><i>Group 3 facilitates Topic</i></p> <p><i>GENRES & Award Winning books</i></p> <p>Traditional Literature; Fantasy; Poetry Realistic Fiction; Historical Fiction; Informational/Concept Books</p>	<p><i>See next page for Genre & Award Winning Chart.</i></p> <p><u>Awards</u></p> <p>-Caldecott</p> <p>-Newberry</p> <p>-Ezra Jack Keats</p> <p>Corretta Scott-King</p>
<p>2/21</p> <p><u>Literacy-Rich Environment</u></p> <p><u>Home-School Partnership</u></p>	<p><i>All groups read:</i></p> <p><u>E-Reserve: -Chap 3 Linking Home & School Literacies</u></p> <p><i>Lily & Green</i></p> <p>Chap 13 (Kiefer)</p> <p><i>p. 566-586; p.589-604</i></p>	<p><i>Read Aloud by Group 4</i></p> <p><i>Group 4 facilitates Topic</i></p>	<p><i>Time to discuss: Felt Board & Annotated Bibliography</i></p>



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2/14 Genres of Literature to Promote Literacy: DATA by each group & Award Winning Books

Class Team. Genre(s)	Description: 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>	Age group: <i>Literacy skills promoted through genre & how to use book;</i> (check <i>Kiefer Text</i> p. 110 - 111; 121-123; 140 – 141)
#1 - Fiction: <i>Historical & Realistic</i>		
#2- Fantasy: - <i>p.301-304;</i> (Kiefer)		
#3 - Picture Books		
#4.- Traditional Literature		
All groups - Poetry <i>p. 340; 352-354 371 -374</i> (Kiefer)		

-Using this chart framework, each group will prepare data on assigned genre & award winning books per genre; bring data to class to share on due date

P.S – FYI -

Eve Bunting- Realistic Fiction; Theme= Community Workers, Family, - HSC (ECE 460)

Tana Hoban – Concept books (Science)

Ezra Jack Keats – Picture books; Fantasy Theme = Neighborhood, - Early Childhood Special Education



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Outline of Readings: *Subject to Change Anytime; Chapter Readings: Text: Keifer (2010); Lily & Green; Supplementary Readings= class or/and on E- Reserve.*

Date & Topic	Readings	Class Activities	Assignments
<p>2/28</p> <p><u>Literacy, Literature, & Diversity</u></p> <p><i>“Home literacy can take many forms that do not match the discourse of school communities”</i></p>	<p>All groups: Read</p> <p>Chap 3 (Kiefer)</p> <p><i>E-Reserve article</i> <i>“Working w/ diverse families” Ortiz -</i></p>	<p><i>Read Aloud by Group 1</i></p> <p><i>Group 1 facilitates Topic</i></p>	<p>Felt Board Assignment</p>
<p>3/7</p> <p><u>Planning the Literature Program</u></p>	<p>All Groups read:</p> <p>Chap 13 – Kiefer Text</p> <p><u>-E-Reserve:</u> <i>“The Most Important Words” (J. Katch)</i></p>	<p><i>Read Aloud by Group 2</i></p> <p><i>Group 2 facilitates Topic</i></p>	<p>Felt Board Assignment</p>
<p>3/14</p> <p>Pulling it together:</p> <p><i>Presentations</i></p>			<p>Annotated Bibliography Assignment DUE D2L on 3/23</p> <p>-Group Folders to Dr. O</p>