

PBS TeacherLine Course Syllabus

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Title

Read with Me: Developing Early Literacy with Children (PreK)

Target Audience

This course is intended for pre-service and in-service teachers, day-care providers, and care givers of preschool children to provide research-based strategies they can use to facilitate the early literacy development of preschool children.

Prerequisites

To successfully participate and complete the activities in this course, the learner must:

- Have some experience with preschool children.
- Have an interest in language, early literacy, and reading instruction.
- Have regular access to a computer with Internet connection.
- Have access to a group of preschool-aged children for completing course activities.

Course Description

This course is designed for preschool teachers and caregivers who want to have fun reading, singing and sharing stories with children. In this course, learners will explore all the different ways they can use stories with children to develop pre-reading and pre-writing skills such as oral language and vocabulary development, phonemic awareness and reading comprehension. Learners will be engaged in a collaborative experience as they learn some different ways that multimedia can facilitate the sharing of stories with children. The course provides research-based articles, video examples from the KERA (public radio and television stations for North Texas) best practices video, *Read with Me*, online interactives and online and on-screen resources from PBS. **Note:** Learners will need access to preschool-aged children to complete this course.

Instructor/Facilitator

See instructor/facilitator sheet.

Credits

To be determined by college or university.

Goals

The overall goal of this course is for learners to learn new ways to provide early literacy experiences every day with preschoolers. By the end of the course, learners will:

1. Understand the critical role preschool teachers and care givers play in developing young children's early literacy skills.
2. Understand the importance of reading and sharing stories with young children.
3. Recognize opportunities throughout the day for reading and sharing stories and developing young children's early literacy skills.
4. Know about resources and information that can be shared with parents to help them develop their children's early literacy skills.

5. Understand the value digital media (PBS programming and online resources) can bring to literacy activities and know how to use digital media in literacy activities.

Relationship of Course to Program Goals and Professional Organizations

Local stations can complete this section.

Outline of Content and Activities

Learners begin the course by exploring the online learning environment and get ready for learning by making a plan for learning online. When learners are comfortable with navigating the online course environment and are aware of the course expectations, they proceed to the Course Content area to complete the two sessions of the course, working through each session in order. The course clearly guides learners through each step of the content to maximize the online learning experience and provide learners with a meaningful literacy-learning opportunity.

In both sessions, learners are required to collaborate and discuss with their fellow learners in the discussion forums each week. They are also encouraged to collect ideas and resources into a Resource Bank that they can use after completing the course. Learners are expected to complete course activities that incorporate the View-Read-Do model (WGBH/Sirius Thinking, 2002) to teach early literacy skills. At the end of each session are questions about the main ideas from the session for learners to think about and then review the answers.

In both sessions there is a Family Connection with PBS and Reaching Out to Everyone tip box with additional resources designed to help learners inform and involve parents and families and meet the different learning needs of children.

This course is designed to address the *Standards for the English Language Arts* from the National Council of Teachers of English (NCTE) and International Reading Association (IRA) that were developed to serve as a guide for teachers in developing curriculum and instruction that foster students' literacy development.

Additionally, by participating in this course, learners are meeting the expectations discussed in the joint position statement of the International Reading Association and the National Association for the Education of Young Children.

Session 1: Literacy Experiences that Make a Difference!

Objectives

By the end of this session, the learner will be able to:

- Discuss the importance of developing children's early literacy skills and how books and stories may be used to foster a love of reading.
- Use the View-Read-Do model to share early literacy activities with children.

Read

- "Important First Steps" from KERA
- "Choosing Books for Young Children" from Reading is Fundamental
- Recommended Books list from Between the Lions, PBS KIDS

Participate in Online Discussion

- Introductory post on the Virtual Café to introduce themselves to fellow learners

- Respond to the following: How can we use different books and stories to foster a love for books and reading in young children?

Explore Interactives

- Course Tour
- “Oral Language – Receptive”

Watch Videos

- “You Make the Difference” from *Read with Me*
- “Discovering Language” from *Read with Me*
- “Building Vocabulary and Comprehension” from *Read with Me*

Complete Activities

- Pre-Course Evaluation Survey
- Make a plan for how they will make time to complete the course.
- Create a Resource Bank to collect ideas and resources from the course that they would like to use with children.
- Explore:
 - View-Read-Do with a Pattern Story
 - View-Read-Do with a Song
 - View-Read-Do with Mother Goose Rhymes
- Complete Activity 1: Follow the View-Read-Do Model
- Complete Virtual Field Trip – Your Local Library (not required)
- Putting It Together questions

Reaching Out to Everyone Additional Resource

- “Common Questions About English Language Learners” from ¡Colorín Colorado!
- “The Importance of Storytelling” from A Place of Our Own
- Recommended Book List from ¡Colorín Colorado!
- Bilingual E-Books:
 - Dragon Tales: “Search for Mami”
 - Reading is Fundamental: “Colorea el arco iris” / “Color the Rainbow”

Family Connection with PBS Additional Resources

- Reading Milestones from PBS Parents
- Reading Activity Calendar from Ready to Learn: Raising Readers
- Bookfinder database from PBS Parents
- Literacy Tips from PBS KIDS

Ready for More: Additional Resources

- “Frequent Concerns About Reading” from KERA
- “Learning to Read and Write: Developmentally Appropriate Practices for Young Children: A position statement of the International Reading Association and the National Association for the Education of Young Children” from NAEYC
- “Meeting the Needs of Emergent Readers: Bert and Ernie to the Rescue!” from PBS Teachers
- “Name Talk: Exploring Letter-Sound Knowledge in the Primary Classroom” from ReadWriteThink.org
- “Reading to Children” from KERA
- “The Power of Pow! Wham!: Children, Digital Media & Our Nation’s Future. Three Challenges for the Coming Decade” from the Joan Ganz Cooney Center at Sesame Workshop

- “Why Should I Integrate Multimedia Resources into My Teaching?” from PBS Teachers
- “More About Phonemic Awareness” video from KERA
- PBS Parents: Children and Media Web site
- PBS Parents: Going to School—The Parent-Teacher Partnership Web page
- PBS Parents: Reading and Language Web site
- Ready for Life: Early Literacy Web site

Session 2: Preparing Children to Read and Write

By the end of this session, the learner will be able to:

- Discuss the importance of developing children’s early literacy skills.
- Design, implement and reflect on their View-Read-Do model for developing children’s early literacy skills.

Read

- “Repeated Interactive Read-Alouds in Preschool and Kindergarten” from Reading Rockets
- “An Important Word about Building Reading and Writing Skills” from KERA
- “Why Scribbling is Important” from KERA

Participate in Online Discussion

- Respond to the following: How can we teach early literacy skills such as sound-letter connections as we share different books and stories with young children?

Explore Interactives

- Writing Development: One Child’s Journey from Scribbles to Stories from PBS Parents
- “Oral Language – Narrative” interactive

Watch Videos

- “Reading to Babies and Toddlers” from A Place of Our Own
- “Connecting Sounds to Print” from *Read with Me*
- “A Boy Paints at an Easel” from Sesame Street
- “Drawing and Literacy” from A Place of Our Own
- “Reading and Writing Together” from *Read with Me*
- “Ernie’s Shopping List” from Sesame Street
- “Street Signs Alphabet” from Sesame Street

Complete Activities

- Complete Environmental Print Tour
- Complete Activity 2: Developing Early Literacy with View-Read-Do
- Complete Activity 3: Share and Compare
- Complete Activity 4: View-Read-Do in Action
- Complete Activity 5: View-Read-Do Reflection
- Putting It Together questions

Reaching Out to Everyone Additional Resources

- “Get Your Child Ready to Read” from ¡Colorín Colorado!
- “Juguemos con el lenguaje/The Joy of Talking With Young Children” from ¡Colorín Colorado!

- “Using Children's Television to Learn Literacy and Language” from ¡Colorín Colorado!

Family Connection with PBS Additional Resources

- Everyday Literacy from PBS KIDS
- Connecting School and Home—Printables for Parents Archive from PBS Teachers
- Reading and Language—About My Preschooler: Activities from PBS Parents
- Family Literacy from ¡Colorín Colorado!

Ready for More: Additional Resources

- “A Writing Area” from A Place of Our Own
- “Developing Emergent Writing Skills in the Early Childhood Classroom” from PBS Teachers
- “Hints on How to Read Aloud to a Group” from Reading Rockets
- “How Can Something as Simple as Reading to a Child Be So Effective?” from Reading Rockets
- “In Search of Free Books” from Reading Rockets
- “It’s 2007...Do You Know Where Your Super Duper Computer Is?” from PBS Teachers
- “More About Brain Development” video from KERA
- PBS KIDS Raising Readers Web site
- PBS Parents: Child Development Tracker Web site
- PBS Teachers: Early Childhood Educators Web site

Schedule

This course is scheduled to take approximately 8 hours to complete the readings, discussions, and activities and to explore videos and resources.

Requirements

Learners are expected to:

- Complete all activities.
- Complete the course activities following the Activity Guidelines.
- Participate in session discussions following the Discussion Forum Guidelines.
- Be self-directed and self-motivated.
- Ask for assistance, as needed.

Materials

Technical Requirements

- Internet service provider
- E-mail
- PBS TeacherLine required plug-ins

Academic Dishonesty Policy

To be inserted by institution

Evaluation

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This course is evaluated on a pass/fail basis. Learners are expected to fully complete each discussion and the course activities to pass the course.

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