

Title

Raising Readers: Ready to Read and Write with Digital Media (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 preschool-aged child for completing course activities and Course Project.

If this is the learner's first online course, we encourage him/her to complete RDLA051: Raising Readers: Preparing Preschoolers for Success before beginning this course.

Course Description

This course demonstrates how preschool teachers and care givers can use digital media—specifically PBS programming and online resources—as a teaching tool to help young children develop essential early literacy and reading skills. Learners will explore how to use different types of stories with digital multimedia to teach young children early reading and writing skills. Learners will be engaged in a collaborative experience as they learn some different ways to share stories with children through oral storytelling, interactive read-alouds, and creating new stories together while interacting with PBS story characters in online games and activities designed to help build early literacy skills. The course provides research-based articles, video examples, online interactives, and online and onscreen resources from PBS.

NOTE: To complete this course, learners need access to one or more preschool-aged child and a computer with Internet access for the child to use.

Instructor/Facilitator

See instructor/facilitator sheet.

Credits

To be determined by college or university.

Goals

The overall goal for the course is to use digital media (PBS programming and online resources) to help learners plan joyful reading and writing experiences for children based on great stories and favorite characters. By the end of the course, learners will:

1. Use digital media for professional development and to teach young children early reading and writing skills.
2. Know how to use oral storytelling and encourage children to tell their own stories.
3. Know about the interactive read-aloud and shared writing strategies.
4. Understand the value digital media resources from PBS (such as PBS KIDS Island) can bring to literacy activities and know how to use digital media resources appropriately with young children to develop their literacy skills.
5. Know how to create a plan for using digital media with stories to develop early literacy skills.

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 six 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.

Throughout the 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 a Course Project that addresses everything they have learned in this course with a plan for how they will use stories and digital media to teach reading and writing. 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 each session 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 *New Standards* from the National Center on Education and the Economy (NCEE). This course specifically addresses the following standards from *Speaking and Listening for Preschool through Third Grade*:

Standard 1: Habits –

- Talking a Lot,
- Conversing at Length on a Topic, and;
- Discussing Books.

Standard 2: Kinds of Talk and Resulting Genres

- Narrative, and;
- Producing and Responding to Performances.

Standard 3: Language Use and Conventions –

- Word Play, Phonological Awareness and Language Awareness.

This course is also 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. The course specifically addresses Standards 1, 3, 5, 9, 10, 11, 12 and Standards 1.1, 1.3; 2.1, 2.2, 2.3; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4 from IRA's *Standards for Reading Professionals*.

Additionally, by participating in this course, learners are meeting some of the *National Educational Technology Standards for Teachers* (NETS*T) from the International Society for Technology Education (ISTE). Learners will be addressing the following NETS: 1 (a, b); 2 (a, b, c); 3 (a, b, c, d); 4 (a, c); 5 (a, c).

When learners implement the strategies and ideas from this course with students, they will be addressing the following *National Educational Technology Standards for Students* (NETS*S): 1 (b); 2 (a); 6 (a).

Session 1: Stories and Digital Media

Objectives

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

- Discuss some of the benefits of sharing stories with young children.

Read

- "The Big Five: Connecting Oral Language to Reading and Writing"
- "Meeting the Needs of Emergent Readers: Bert and Ernie to the Rescue!" from PBS Teachers: Media Infusion

Participate in Online Discussion

- Introductory post on the Virtual Café to introduce themselves to fellow learners
- Respond to the following: What do you think are some of the benefits of sharing stories with children?

Explore Interactives

- Course Tour
- "Digital Media and The Brain"

Watch Video

- "I Got a Reason to Read"

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.
- Putting It Together questions

Reaching Out to Everyone Additional Resource

- "Common Questions About English Language Learners" from ¡Colorín Colorado!

Family Connection with PBS Additional Resources

- Reading Milestones from PBS Parents
- Reading Activity Calendar from Ready to Learn: Raising Readers

Ready for More: Additional Resources



- “75 Authors/Illustrators Everyone Should Know” from Reading Rockets
- Child Development Tracker from PBS Parents
- Early Childhood Educators Resources from PBS Teachers
- “Learning to Change – Changing to Learn” video on You Tube
- “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 the NAEYC
- “Media Glossary: Terminology” from PBS Parents
- Raising Readers Web site

Session 2: Stories and Digital Media in Action

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

- Discuss some of the benefits of sharing stories using digital media.
- Brainstorm ways to use digital media with children that reflect best practices for using digital media with young children. (Course Project Part 1)

Read

- “Book Making Directions”
- Stories and Digital Media Activity Plan

Participate in Online Discussion

- (Continued from Session 1) Respond to the following: What do you think are some of the benefits of sharing stories using digital media (PBS programming and online resources) with children? Be sure to talk about if you have already used digital media to share stories with children and what that was like in your posts.

Explore Interactive

- Preschool Showroom

Watch Videos

- “Book Marking”
- “Oh Yes, It Can!” from Between the Lions on PBS KIDS
- “Exploring Reading Online”

Complete Activities

- Explore online stories
- PBS KIDS Island Tour
- PBS KIDS Island Log-In
- Putting It Together questions

Complete Course Project

- Part 1: Planning for Digital Media

Reaching Out to Everyone Additional Resources

- Games and Activities from Maya and Miguel on PBS KIDS
 - Games
 - It’s All About Word Play!
 - Paco’s Similes
 - Animal Names
- Games and Activities from Dragon Tales on PBS KIDS
 - Search for Mami: An English/Spanish Storybook

- Finn's Toys (Los Juguetes de Finn)

Family Connection with PBS Additional Resources

- Resources on Children and Media from PBS Parents:
 - Milestones: Age 4
 - TV & Movies: Preschoolers
 - Computers: Preschoolers

Ready for More: Additional Resources

- Activity Plan Template
- Children and Media Web site from PBS Parents
- "Literacy Education Transformed by Digital Media?" by David R. Wetzel
- Media Infusion Web site from PBS Teachers
- "Technology and Teaching Children to Read" from the NEIR-TEC project
- "Technology and Young Children—Ages 3 through 8: A position statement of the National Association for the Education of Young Children" from the NAEYC
- "The Internet and the Early Childhood Classroom" from PBS Teachers

Session 3: Telling Stories

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

- Discuss how to get and keep children's attention during an oral storytelling or read-aloud.
- Determine how PBS KIDS Island can be used to build children's early literacy skills. (Course Project Part 2)

Read

- "The History of Storytelling" by Derry Koralek from Reading is Fundamental
- "The Importance of Storytelling" from A Place of Our Own

Participate in Online Discussion

- Respond to the following: How can you get and keep children's attention during an oral storytelling or when reading a book aloud? Share your experiences and ideas for how to interest children and to keep them involved in listening to the story.

Explore Interactives

- Dot's Story Factory
- Oral Language – Narrative

Watch Videos

- "Old McDonald Had a Farm"
- "Mateo's Narrative"
- "The Three Little Pigs" excerpt from SUPER WHY on PBS KIDS
- "Oh Yes, It Can!" from Between the Lions on PBS KIDS

Complete Activities

- PBS KIDS Island Click-Around
- Putting It Together questions

Reaching Out to Everyone Additional Resources

- "Get Your Child Ready to Read" from ¡Colorín Colorado!
- "Children with LD as Emergent Readers: Bridging the Gap to Conventional Reading" from LD OnLine

Family Connection with PBS Additional Resource

- The Land of Make-Believe: Make up stories—it's easy from PBS KIDS

Ready for More: Additional Resources

- "A video interview with Ashley Bryan" from Reading Rockets
- Campground Game from PBS KIDS
- Dragon Tales Storytelling Activities:
 - Flip Flop
 - Story Tellers
 - The Jumping Bean Express
- LD OnLine Web site
- National Center for Learning Disabilities Web site
- "Showcasing Strengths: Students with Learning Disabilities" from PBS Teachers
- Tell Your Own Neighborhood Story game from PBS KIDS
- "What's Important When You're Six? Valuing Children's Oral Stories" from *Language Arts*
- "'When Your Powers Combine, I Am Captain Planet': The Developmental Significance of Individual- and Group-Authored Stories by Preschoolers" from *Discourse Studies*

Session 4: Sharing Stories

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

- Discuss how to get and keep children's attention during an oral storytelling or read-aloud.
- Determine how PBS KIDS Island can be used to build children's early literacy skills. (Course Project Part 2)

Read

- "Read Aloud in Any Language" from *Reading Children's Books: There's More to it Than Meets the Eye*
- "Repeated Interactive Read-Alouds in Preschool and Kindergarten" from Reading Rockets
- "Tutoring Strategies for Preschool and Kindergarten" from Reading Rockets

Participate in Online Discussion

- (Continued from Session 3) Respond to the following: How can you get and keep children's attention during an oral storytelling or when reading a book aloud? How can you use questions to help you?

Explore Interactive

- "Who Hops?" Read-Aloud

Watch Videos

- "Read-Aloud Lesson"
- "Questioning to Build Comprehension (part 1)"
- "Questioning to Build Comprehension (part 2)"
- "Who Hops?" story read-aloud by author Katie Davis

Complete Activities

- Explore e-books and interactive, online stories from PBS
- Putting It Together questions

Complete Course Project

- Part 2: PBS KIDS Island Exploration with a preschooler

Reaching Out to Everyone Additional Resource

- "The Power of Pow! Wham!: Children, Digital Media & Our Nation's Future" by Rima Shore

Family Connection with PBS Additional Resources

- Bookfinder from PBS Parents
- Recommended Kids Books by Theme from Reading Rockets

Ready for More: Additional Resources

- Authors and Illustrators on the Web
- "Brown Bear, Brown Bear, What Do You See?" story read-aloud by Eric Carle
- "Engaging with Reading through Interactive Read-Alouds" from *The Reading Teacher*
- "How Can Something as Simple as Reading to a Child Be So Effective?" from Reading Rockets
- Katie Davis Author Web site
- National Center for Learning Disabilities Web site
- PBS KIDS WordWorld Web site
- PBS Parents Bookfinder and Read Aloud Book Club
- "Repeated Interactive Read-Alouds in Preschool and Kindergarten" from Reading Rockets
- "Storytime Plus Dialogue Equals Interactive Read-Alouds" by Shelby J. Barrentine
- "Text Talk: Capturing the Benefits of Read-Aloud Experiences for Young Children" from *The Reading Teacher*
- "Tutoring Strategies for Preschool and Kindergarten" from Reading Rockets

Session 5: Creating Stories

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

- Discuss literacy-based ideas for helping children understand that marks should have meaning.
- Develop a plan for using stories and digital media together to help develop children's early literacy skills. (Course Project 3)

Read

- "From Making Marks to Making Words" from *Nurturing Knowledge*
- Writing Milestones from PBS Parents

Participate in Online Discussion

- Respond to the following: How can you help children understand that marks and writing should have meaning while making sure that children are still having fun?
- In your comments be sure to talk about any experiences you have had working with children on their writing and try to use some of the ideas from the readings to support what you are saying.

Explore Interactive

- Preschool Showroom

Watch Videos

- "Got a Good Reason to Write"
- "Encouraging Writing Skills"

- “Cookie Monster: Written Impossible”
- “Encouraging Writing”
- “Interactive Writing”
- “Writing with Princess Presto” excerpts from SUPER WHY on PBS KIDS

Complete Activities

- Explore Dot’s Story Factory
- “PBS KIDS Island for Parents and Teachers”
- Putting it Together questions

Reaching Out to Everyone Additional Resources

- “Standards Based Writing for ELLs” from ¡Colorín Colorado!
- “The Write Motivation: Using the Internet to Engage Students in Writing Across the Curriculum” from *Learning and Leading with Technology*

Family Connection with PBS Additional Resources

- “About my Preschooler: Writing Milestones” from PBS Parents
- “Writing and Spelling: Question 2” from Reading Rockets

Ready for More: Additional Resources

- “A Writing Area” from A Place of Our Own
- “Answers to Frequently Asked Questions about Interactive Writing” by Justina Henry and Barbara Joan Wiley
- “Developing Emergent Writing Skills in the Early Childhood Classroom” from PBS Teachers
- Games and Activities from PBS KIDS for developing writing skills:
 - Backwards to Forwards: Making Up Stories from PBS KIDS
 - Make an Invitation from PBS KIDS
 - View-Read-Do Activities from Between the Lions
- Going to School: Grade-by-Grade Learning: PreK from PBS Parents
- “Helping Your Child with Writing (PreK)” from Reading Rockets

Session 6: Making a Plan for Digital Media

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

- Share a resource from this course that was meaningful to him/her in the discussion forum.
- Develop a plan for using stories and digital media together to help develop children’s early literacy skills. (Course Project Part 3)

Read

- “Early Connections: Technology in Early Childhood Education” from The Northwest Educational Technology Consortium (NETC)

Participate in Online Discussion

- Respond to the following: Share with your fellow classmates a reading, discussion topic, or a resource from the course that connected with you and your work with children. Try to think of something that filled you with excitement and enthusiasm for working with young children and using digital media to develop early literacy skills.

Explore Interactive

- Preschool Showroom

Watch Video

- “Hip Hip Hooray!”

Complete Activities

- Explore Web sites for future professional development:
 - A Place of Our Own: Activities
 - Miss. Lori and Hooper on PBS KIDS
 - PBS Teachers Early Childhood Educators
 - Reading is Fundamental: Lesson Plans
 - Reading is Fundamental: Activities
- “PBS KIDS Island Sign Up”
- Finish compiling Resource Bank
- Post-Course Evaluation Survey

Complete Course Project

- Part 3: Plan for Stories with Digital Media

Schedule

This course is scheduled to take approximately 15 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 Project following the Course Project 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

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

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