Southeastern TECHNICAL COLLEGE

ECCE 2115—Language and Literacy Course Syllabus

Semester: Spring 2016
Course Title: Language and Literacy
Course Number: ECCE 2115
Credit Hours/Minutes: 3/3000
Class Meets: Tuesday/Thursday 9-10:50am
Class Location: 317-Main
CRN: 40162

Instructor: Allison Barr
Office Hours: M-R 8:30-9:00 and 2-4pm or by appointment
Office Location: #314 Main Campus
Email Address: abarr@southeasterntech.edu
Phone: 912-538-3256
Fax Number: 912-538-3156

REQUIRED TEXTS: Early Childhood Experiences in Language Arts, 11th Edition by Jeanne Macado

REQUIRED SUPPLIES: Pencils/Pens, Textbook, 2 Notebooks

Course Description: Develops knowledge, skills, and abilities in supporting young children's literacy acquisition and development, birth through age twelve. Topics include developmental continuum of reading and writing, literacy acquisition birth to five years of age, literacy acquisition in kindergarten, literacy acquisition in early grades, and literacy acquisition in children who are culturally and linguistically diverse.

PREREQUISITES: ECCE 1103
CO-REQUISITES: ECCE 1103

MAJOR COURSE COMPETENCIES/COURSE OUTLINE:

Order	Description
1	Developmental Continuum of Literacy Acquisition, Including Reading, Writing, Speaking and Listening
2	Supporting Literacy Acquisition Birth to Five Years of Age
3	Supporting Literacy Acquisition in Kindergarten
4	Supporting Literacy Acquisition in Primary Grades
5	Supporting Literacy Acquisition in Children Who Are Culturally and Linguistically Diverse
6	Media and Technology to Support Literacy Acquisition

GENERAL EDUCATION CORE COMPETENCIES: STC has identified the following general education core competencies that graduates will attain:
a.   The ability to utilize standard written English.
b.   The ability to solve practical mathematical problems.
c.   The ability to read, analyze, and interpret information.

ATTENDANCE GUIDELINES: Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

SPECIAL NEEDS: Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

SPECIFIC ABSENCES: Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY: Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

WITHDRAWAL PROCEDURE: Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be accessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

MAKEUP TEST(S) / ASSIGNMENTS/QUIZZES: If a student misses a test, a grade of zero will be assigned. Only students with extenuating circumstances (who contact the instructor on or before the day of the test regarding their absence) will be allowed to take a makeup test, which will replace the zero.
 Assignments will not be taken late (no exceptions). If a student is absent the day of a quiz a grade of zero will be given. Quiz grades cannot be made up

ACADEMIC DISHONESTY POLICY: The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook.*

Procedure for Academic Misconduct
The procedure for dealing with academic misconduct and dishonesty is as follows:

--First Offense--
Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

--Second Offense--
Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

--Third Offense--
Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee.

CELL PHONE POLICY: Cell phones are not to be used while in class. When a student enters the classroom, the cell phone should be placed on silent or vibrate. If cell phones become a problem, the instructor reserves the right to give a quiz to the entire class each time a phone rings/vibrates or anytime a student is caught using a phone in class.

STATEMENT OF NON-DISCRIMINATION
Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

Grievance Procedures: Grievance procedures can be found in the Catalog and Handbook located on STC's website.

ACCESS TO TECHNOLOGY: Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at www.southeasterntech.edu.

GRADING POLICY:

ASSIGNMENTS		GRADING SCALE	
Tests	25%	A	(90%-100%)
Assignments/Activities/Quizzes		B	(80% - 89%)
teachings	45%	C	(70%- 79%)
Book Log	25%	D	(60%-69%)
Participation	5%	F	(0-59)
	100%		

TCSG GUARANTEE/WARRANTY STATEMENT:
The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

DUE DATES AND ASSIGNMENTS MAY CHANGE AT THE DISCRETION OF THE INSTRUCTOR

	Chapter Reading	Content	Assignments/Test Due Dates	*Course Competency Area ----- **General Education Competency Area
Jan 12/14	COVER Chapter 1 and pages 229-230-- book log genres (categories)	Beginning of Communication— Book genres Discuss: Fingerprint law, HepB form, Portfolio for Internship, Book Log—20 books STUDENT: Read each week's assignments to find out what you need to do. If you have to do an activity after reading a book-here's an example. *****After reading *The Icky Sticky Frog* children will be given a long piece of masking tape. The teacher will have foam pieces scattered on the floor about the room. The children will pick up 5 of the items like a frog would –with a long sticky tongue. Go over standards (GELS) and Pre-K standards and how to choose them.	Cover Chapter Discuss paperwork for Semester Discuss how to read/hold a book for next week's book reading (voice inflection, turning pages, showing pictures…). **DUE NEXT class meeting: self- written and illustrated book. It can be funny or serious. SEE RUBRIC FOR GRADING. You will read your book to class for a grade. (writing and reading to class** **AND…….SRPING PACKET SIGNED !!!!**	*1,2 **a, c,
Jan 19/21	Chapter 2	The Tasks of the Toddler	Cover chapter 2 **DUE TUESDAY—FALL PACKET --SIGNED** DUE THURSDAY: 10 page book—written and illustrated by student –. DUE THURSDAY: READ the children's book you wrote –(no lesson plan due) See rubric for how you will be graded. PRACTICE reading it aloud IS IMPORTANT!! Discuss the book and lesson **due next week**. You must read a book to the class and then do	*1,2,

LESSON PLAN
ECCE 2115--
TUESDAY and THURSDAY

			an activity that goes with the book. EXAMPLE: (can't use this) If you read the book, <u>Jump Frog, Jump</u>, you could have children play a game where each child uses a piece of masking tape to pick up foam pieces from the ground like a frog's tongue (pick up by color, shape or number.)This must be written on a lesson plan to be turned in!!! See attached lesson plan form. Disucss pages 229-230 and discuss genres and do a book together for the book lob.	**a, c,
Jan 26/28	Chapter 3	Preschool Years	Discuss Chapter DUE WED. : a book to read to class on **any topic** --<u>with lesson plan—with activity</u> <u>(the students won't actually do the activity but just explain in detail the activity to the class)</u>	*1,2,3
			In class: Work on book log if time permits In class: Answer questions at end of chapter/discuss	**a, c,
Feb. 2/4	Continue chapter 3		Finish Chapter DUE WED. book to read to class on ANIMALS --with lesson plan—use rubric to grade. On plan, **describe** and be prepared to teach an activity that children can do to go along with the book.	*1,5
				**a, c, d
Feb 9/11	Chapter 4	Understanding Differences	DUE WED. 1 page typed paper explaining the differences in Standard English, black English and Ebonics (give examples and definitions). Writing rubric used to grade. Use the text for information. Use your own words. Attach writing rubric to your paper. SEE CHAPTER FOR INFO!! DUE THURSDAY: read children's book to class (silly book) with lesson plan and describe AN activity with the class that goes along with book.	*5

			Make sure to have all materials.	
			In class: End of chapter questions	**a, c,
			In class: Review for test next week 1-4	
			Review for test	
			http://memfox.com/ evaluate this site ---**A read aloud lesson** ---to children…write a one page paper for each section. There are 24 sections!!!! This is DUE _____.	
Feb 16/18	Chapter 5	Achieving Language and Literacy Goals Through Program Planning	**TUESDAY : TEST 1-4** DUE THURSDAY: Have a book to read to class with lesson plan and explain an activity with the class to go along with the book (make sure you have all items needed for students to do the activity). <u>The book needs to be about emotions</u> (happiness, sadness, anger, fear, etc…) One page paper DUE ----- Rubric attached. (see previous week for more info)	*1,6 **a, c,
Feb 23/25	Chapter 6	Promoting Language and Literacy	Cover chapter Discuss the expansion technique---examples and what is the purpose of expansion DUE THURSDAY : create 10 examples of the "expansion technique" described in book – use your book for assistance Work on book log if time permits http://spellingstrategies.com/contents.asp go to above website to research topics given by instructor--- students share activities from this site	*1,2,3,4 **a, c,
Mar 1/3	Chapter 7	Developing Listening	Cover chapter TUESDAY: do the Sit-Down/Stand-up Story page 208- with instructor leading. THURSDAY: : Students choose an activity to demonstrate to the	*3,4

			class from pages 209-210. Explain it to the class. Will be graded.	**a, c,
			Work on book log if time permits	
			Discuss book for next week.	
Mar 8/10	Chapter 8	Children and Books	Cover Chapter	*1,2,3,4
			DUE THURSDAY: book and lesson plan. Choose a book that you can "dress up" to help the story. (example: *Caps for Sale*---bring several hats to wear). The outfit must be obvious –not just a pair of jeans! Make sure to describe the activity that goes with the book to the class, as well as putting the information on your lesson plan.	
Returning student registration begins March 14			In class go over: cut and tell story that each student must tell from memory --pages 319. (See next week for more info). Practice cutting the paper and getting the main points of story.	**a, c,
			Practice at home several times. You cannot use notes.	
Mar 15/17	Chapter 9	Storytelling	Cover chapter	*1,2,3,4,5
			DUE THURSDAY each student must **present** to the class (one at a time) the "Cut and Tell Story" from pages 274. Each student must tell the story enthusiastically from memory and cut the paper correctly. Will be graded.	
			The teacher will hand out 5 flannel board pieces to each student. The student will be given time in class to write a story appropriate for young children, (funny, silly, rhyme) using all of the pieces. Student will present this story later in semester.	**a, c,
			Review for test	
			DUE READ ALOUD SECTIONS PAPERS---one page each section	

Mar 22/24	Chapter 12	Realizing Speaker Goals	TEST TUESDAY: —over Chapter 5-9 DUE THURSDAY : memorized flannel board story with 5 pieces/characters---5 minutes THURSDAY: PUPPET SHOW—In class, students will begin to write and then perform a puppet show for the class. See attached puppet show rubric. Will perform to class week 14. Must have a typed skit and all necessary materials. Work on book log	*1,2,3,4 **a, c,
March 28-31		SPRING BREAK		
April 5/7	Chapter 13	Group Times	Cover chapter DUE TUESDAY: a finger play and a lesson plan. Teach to the other students—make sure to have all necessary items for students all students. Discuss sock puppet for next week. Work on book log/ Book Log due next week http://literacyhead.com/ go to this site and see how it could help with reading	*1,2,3,4 **a, c,
April 12/14	Continue Chapter 13	Group Times	Cover Chapter DUE THURSDAY : 20 books book log (will not be accepted late) DUE THURSDAY: read a book (any book) but use a self-made sock puppet that must be actively used during the reading of the book. You must have an activity and a complete lesson plan. Discuss rebus story for next week—you must create a rebus story of your own created with the computer. This story should have a legend/key on each page and must have 12 different pictures. The story	*1,2,3,4 **a, c,

			should be appropriate for young children.	
April 19/21	Chapter 14	Print---Early Knowledge	Cover Chapter DUE TUESDAY: Rebus story ---attach the rubric. ALSO…perform puppet show for class—for grade. DUE THURSDAY : Book and lesson plan on the topic of bibliotherapy---a book that helps children with any issue they may be having---loneliness, divorce, death in family or pet, losing teeth, scared of the dark….	*1, 2,6 **a, c,
April 26/28	Finish chapter 14		Complete chapter Finish bibliotherapy book and lesson plan if needed. Review for Final Exam ---test is WEDNESDAY April 28th	*1,2,6, **a, c,

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Picture book evaluation criteria: Language and Literacy ECCE 2115

Use with chapter 10 Storytelling: to complete for an individual assignment.

IMPT: When you evaluate the children's picture book, you should discuss at least 10 of the above questions in detail. (This may help you on your resource file when you have to evaluate the illustrations.) DO NOT answer the questions with YES or NO!

TITLE OF CHILDREN'S BOOK

_____

AUTHOR _____

 ILLUSTRATOR _____

*ILLUSTRATIONS (artistic elements)

1-Are the illustrations accurate? (EXAMPLE: not a picture of a cell phone if written about the Civil War; Eiffel Tower not in a book about Atlanta)

Do the illustrations correspond to the text?

Do the illustrations complement the setting, plot, and mood?

Do the illustrations enhance the characterization? (make the characters come to life)

Do the illustrations convey not only the literal but the symbolic via color, lines, frames, etc.?

Do the illustrations leave room for the child's imagination?

Are the illustrations, text, format, font and type in harmony?

Can the illustrations hold the child's interest while the text is being read?

Does it avoid stereotypes in the illustrations?

Does the book have an attractive appearance?

* TEXT (literary elements)

 Is the title appropriate? Why?

Are the characters convincing? Are they consistent throughout the book?

Is the conversation lively and credible?

Will the plot appeal to a child?

Is the plot realistic/fantastic, original in approach, well constructed?

Does the theme overpower the story or is it a natural part of the story?

Is the theme worthy of a child's attention?

What is important in the book to share with children?

Is the writing style and language appropriate for the child's age and interests?

Does it avoid stereotypes in the text?

*QUESTIONS TO ASK YOURSELF:

Does the author create an atmosphere that enhances the story?

How does the book compare with other children's materials in the field?

Is it current, correct, and useful?

How has it been reviewed by professional reviewers?

What age level would be attracted to it?

Lesson Plan Form:

Name: _____ **Date :** _____

MUST BE TYPED IN THIS ORDER
Objective: _____

Standard: (GELDS or Common
Core)_____

_____

Materials Needed:
_____

_____

_____

Hook (to get students interested in your lesson):
_____

Procedures: (use as many as needed)
Step 1:
_____

_____

Step 2:
_____

_____

_____

Step 3: (use as many steps as necessary)
_____

_____

Concluding
Activity:_____

_____

Each step must have every detail….write as if someone else will be teaching your plan.

SAMPLE--- BOOK LOG: You must have 20 of these for the Book log!!
They must be typed!
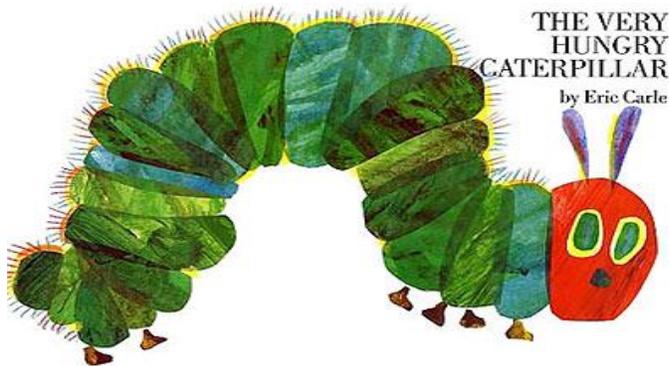
ALL WORK MUST BE YOUR OWN—you cannot share these!

Title: The Very Hungry Caterpillar (underline titles)

Author's (s): name/s Eric Carle

Illustrator's (s): name/s (could be same as author or could be a publisher)

Genre: (use information from textbook—pages 229-230). If the book can be categorized in two or more genres, list them all.

Summary of book: In a few sentences, tell me what the entire book was about. Do not use the summaries from Internet. **Write your own**!

Opinion: (What was good about book? What was missing? Why did you like it? Why did you not like it?) EXPLAIN in complete sentences. GIVE SPECIFICS about the book!!! What you did like, did not like.

Evaluation /Rating of Book: (on a scale from 1-10) –EVALUATE THE BOOK FROM THE VIEWPOINT OF A CHILD—NOT AN ADULT. "On a scale from 1-10, I would place this book at a _____ because _____. " (fill in the blanks with specific reasons) **BE SPECIFIC!!**

Illustrations: Evaluate the illustrations? Do they assist in the plot? Are they distracting? Are they helpful? Are they color/black and white? Etc.. EXPLAIN EACH!!! Do not put "the illustrations are distracting" —EXPLAIN HOW!!!! Give supporting answers/explanations**. Do not give yes/no answers. EXPLAIN** IN DETAIL!!!!!!!

Each of the 20 books is worth 5.0 pts each….(spelling, completeness of answers, grammar…)

WRITING RUBRIC: NAME _____ DATE_____

CLASS _____ (Revised 4-0   Turned in on time? Y   N _____

	4	3	2	1
Neatly written/typed according to directions	The paper was very neatly written or typed—according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
Length	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately ¾ as long as it should be	The paper was less than ½ the length it should be
On topic	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
Spelling/Grammar	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
Main Idea(s) /Supporting Details/Cohesion-- PARAGRAPHS	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Total points _____   X 5 = _____

(Grammar Errors: fragments, run-on sentences, subject-verb agreement…)

Comments:

RUBRIC FOR WRITING OWN CHILDREN'S BOOK

NAME _____   DATE _____

ON TIME?   Y   N   _____

TITLE OF BOOK : _____

	4	3	2	1
NUMBER OF PAGES	**The book contains at least 10 pages—not including covers**	**The book contains at least 9 pages—not counting covers**	**The book contains at least 8 pages**	**The book contains at least 7 or less pages**
DEVELOPMENT OF CHARACTERS	**The book must have at least 3 well-developed main characters**	**The book has at least 2 well-developed main characters**	**The book has at least 1 well-developed main characters**	**The book has no well-developed main characters**
STORY CONTAINS A PROBLEM	**The book includes a problem that young children can totally relate to**	------------------	--------------------	**The book does not include a problem that children can relate to.**
STORY CONTAINS A SOLUTION TO THE PROBLEM	**The book contains a valid solution to the problem**	---------------------	----------------------	**The book does not contain a valid solution to the problem**
SELF-DRAWN ILLUSTRATIONS (only having a stick person is not detailed)	**There are at least 7 hand-drawn detailed illustrations**	**There are at least 6 hand-drawn detailed illustrations**	**There are at least 5 hand-drawn detailed illustrations**	**There are less than 5 hand-drawn detailed illustrations**
AGE APPROPRIATE (2-8)	**The book is totally age appropriate (from 2-8 years old)**	--------------------	--------------------	**The book is not appropriate for young children.**
SPELLING/GRAMMAR	**No more than 2 spelling or grammar errors**	**No more than 3 spelling/grammar errors**	**No more than 5 spelling/ grammar errors**	**More than 6 grammar/spelling errors**
TYPED	**The book is completely typed**	--------------	----------------	**The book is not typed.**
NEAT	**The book is totally neat with no erasures or areas with whiteout.**	**The book is mostly neat with no more than 2 erasures or areas with whiteout.**	**The book is somewhat neat with no more than 3 erasures or areas with whiteout.**	**The book is contains more than 4 erasures or areas with whiteout.**

TOTAL NUMBER OF POINTS _____   X _____= FINAL GRADE OF _____

COMMENTS:

PUPPET SHOW
RUBRIC
Student Name: _____ Or Group Number ____

CATEGORY	4	3	2	1
Puppet Manipulation	Puppeteers always manipulated puppets so audience could see them.	Puppeteers usually manipulated puppets so audience could see them.	Puppeteers sometimes manipulated puppets so audience could see them.	Puppeteers rarely manipulated puppets so audience could see them.
Puppet Construction	Puppets were original, creative, and constructed well. No pieces fell off during the performance.	Puppets were original and constructed well. No pieces fell off during the performance.	Puppets were constructed fairly well. No pieces fell off during the performance.	Puppets were not constructed well. Pieces fell off during the performance.
Language Skills	Correct language skills were used the entire time—no slang/wrong tense/etc…	Correct language was used most of the time	Correct language skills were used some of the time	Language skills were not appropriate for the assignment
Scenery	Scenery was creative, added interest to the play, and did not get in the way of the puppets.	Scenery was creative and did not get in the way of the puppets.	Scenery did not get in the way of the puppets.	Scenery got in the way of the puppets OR distracted the audience.
Voice Projection	Voices of puppeteers were always audible to people sitting in the back row.	Voices of puppeteers were usually audible to people sitting in the back row.	Voices of puppeteers were sometimes audible to people sitting in the back row.	Voices of puppeteers were rarely audible to people sitting in the back row.
Expression	Puppeteers' voices showed a lot of expression and emotion.	Puppeteers' voices showed some expression and emotion.	Puppeteers' voices showed a little expression and emotion.	Puppeteers' voices were monotone and not expressive.
Staying in Character	Puppeteers stayed in character throughout the performance.	Puppeteers stayed in character through almost all of the performance.	Puppeteers tried to stay in character through some of the performance.	Puppeteers acted silly or showed off.

Participation	Every student participated in the puppet show	-----------	-------	All students did not participate in puppet show
LENGTH	The puppet show is 7 minutes or longer.	The puppet show is at least 6 minutes.	The puppet show is at least 5 minutes.	The puppet show is shorter than 4 minutes.

TOTAL_____ X _____= _____ (final grade)

COMMENTS:

HOW TO INTRODUCE A BOOK TO CHILDREN…….

For example, *Henny Penny* (Galdone, 1968) is about a hen who mistakenly believes that a piece of sky has FALLen on her head. She is so upset by this event that she acts foolishly and rushes to tell the king about this occurrence. She does not recognize the danger posed by the fox when he invites her and her friends to take a short cut right into his cave (the actual problem of the story, which only readers and not the characters realize). <u>In order to construct a three- or four-sentence introduction we either explicitly state or strongly imply the main problem of the story. For example, to introduce Henny Penny we might say,</u>

In this story you are going to meet a silly, foolish hen who makes a big mistake. She thinks a catastrophe, a really bad disaster, is about to happen and runs to tell the king about it. A lot of her friends believe her mistake, and they all get in trouble because they are so silly.

From
http://www.readingrockets.org/article/16287/#techniques

Other activities boost the value of reading aloud to young children. For example, research has demonstrated that the following activities increase comprehension and language development: inviting preschoolers and kindergartners to retell or dramatize stories (Cornell, Sénéchal, & Brodo, 1988; Pellegrini & Galda, 1982); reading several books on a similar topic and inviting children to play with objects related to the concepts or characters introduced in these books (Rowe, 1998; Wasik & Bond, 2001); reading a book repeatedly (Crago & Crago, 1976); inserting short definitions for some words while reading aloud (Collins, 2004; Elley, 1989); and encouraging children to use these same words when they answer questions, discuss book events, (Hargrave & Sénéchal, 2000; Robbins & Ehri, 1994), or describe illustrations (Reese & Cox, 1999). Thus, effective interactive read-alouds include a systematic approach that incorporates teachers' modeling of higher-level thinking, asking thoughtful questions calling for analytic talk, prompting children to recall a story in some way within a reasonable time frame, reading a single book repeatedly, and reading books related by topic. It also involves a systematic approach to developing children's understanding of vocabulary, such as inserting short definitions of words and phrases during reading.

READING A BOOK TO CLASS AND TEACHING A LESSON ON THE BOOK RUBRIC:

Name _____   Assignment: _____

Date _____ On Time?   Y   N   _____

	4	3	2	1
Proper/Varied Voice Inflection	Reader uses proper/varied voice inflection throughout entire book	Reader uses proper/varied inflection during most of the book	Reader uses proper/varied voice inflection during at least half of the book	Reader uses proper/varied voice inflection for less than half of the book
Prepared/Rehearsed	Obvious that the reader was totally prepared and rehearsed	The reader was somewhat prepared/rehearsed	The reader was partly prepared/rehearsed	The reader was not prepared/rehearsed
Proper Holding/Displaying of Book	Reader held book appropriately and displayed every page to students	Reader held book mostly appropriately and displayed most pages to students	Reader held book appropriately at times and displayed some pages to students	Reader did not hold book appropriately or display pages to students
Introduce book	The introduction was extremely interesting for young children.	The introduction was interesting to young children.	The introduction was somewhat interesting to young children.	The introduction was not interesting for young children.
Appropriate for children	The book was totally appropriate for young children	-------------------------	-------------------------	The book was not appropriate for young children
Lesson Plan	Complete lesson plan was turned in **prior** to reading of book	_____	_____	Complete lesson plan was not turned in prior to reading of book
On TOPIC	The book was on the specified topic for the week	---------------------	---------------------	The book was not on the specified topic
LESSON ACTIVITY	The lesson activity was exceptionally well planned and all materials were ready for class			The lesson activity was not well planned and or all materials were not ready for the class

TOTAL POINTS _____   X   _____ = _____ (final grade)

COMMENTS:
REBUS STORY RUBRIC

NAME_____

STORY TITLE_____

Legend/key	Story has a legend or key on each page	--------------	--------------------	The story does not have a legend or key on each page
Required number of images/pictures	There are at least 12 different pictures in the story (total)	There are at least 10 different pictures in the story	There are at least 8 different pictures in the story	There are less than 8 pictures in the story
Appropriate for young children	The story is very appropriate for young children	The story is mostly appropriate for young children	The story is somewhat appropriate for young children	The story is not appropriate for young children
Spelling/grammar errors	There are 0-2 spelling/grammar errors in the story	There are 3 spelling/grammar errors in the story	There are 4 spelling/grammar errors in story	There are more than 4 spelling/grammar errors in story
Tells complete story	The story has a beginning, a middle and a conclusion	----------------	-----------------	The story does not have a beginning, a middle and a conclusion
Pictures are computer generated	The pictures are computer generated and not drawn	------------	--------------	The pictures are not computer generated

There is no specific length on this story.

Total points _____ x _____= final grade of _____

COMMENTS: