

INSTRUCTOR: Sheri Schonleber, MST
COURSE: ED 440 Language Arts
TIME: Wednesdays, 1:00-4:00 PM
Credits/Hours: 3 credits/45 hours

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By Appointment

RATIONALE

Language is the principal symbol system humans use to communicate. It is the major expression of thought. The goal of language arts instruction is to promote the child's development of language skills that will enable him/her to appreciate and use language effectively in interacting with people, things, ideas, places and symbols. Ed 440 will include the developmental nature of language and language arts instruction; the nature of the English language (structure, sounds, word meanings and form, grammar) and how to integrate the language arts through all curricular areas. It includes the Montessori sequence of language arts materials for ages two and a half through six.

COURSE OBJECTIVES/STUDENT OUTCOMES

The student will be able to:

1. Create a rationale for an early childhood (2.5 through 8) language arts curriculum. (MACTE competency #5.3)
2. Describe the developmental nature of language instruction (MACTE Competency #3.4)
3. Provide for positive language arts experiences for children for a variety of cultural and socioeconomic backgrounds (MACTE competency #3)
4. Demonstrate knowledge of the teaching of the four language arts (MACTE competency #3.4)
5. Know and have competency in at least three diagnostic techniques leading to the ability to accurately assess children's development (MACTE competency #4.2)
6. Provide language arts experiences that meet the individual needs and interests of children within a group setting (MACTE competency #3)
7. Demonstrate a range of teaching strategies including use of manipulative materials for exploration of language, concrete models for language arts concepts and appropriate verbal strategies including explanation, inquiry, and dramatization. (MACTE competency #3.10)
8. Use a variety of appropriate record-keeping and evaluation processes related to children's language, reading, and writing development. (MACTE competency #4.3, 4).

TEXTS

Early Childhood Language Arts
Packet for Notebook
1000 Instant Words
Montessori Matters (Gold and Blue)

Jalongo
Schonleber
Frye
Sisters of Notre Dame

MATERIALS

3" binder 10 tabbed dividers Colored pencils/photos

METHODS

Lecture/Discussion	Videos	Final Exam	Demonstrations
Readings	Observation	Writing Assignments	Material Making

EVALUATION

Field Observations	15 points (3 @ 5 ea)
Lesson/Activity (choice of one of five)	15 points
Resource Notebook	25 points
Attendance	15 points
Reflections	15 points (15 @ 1 ea)
Rationale	15 points

RUBRIC FOR EVALUATION

"A" work includes all of the elements listed below, completed in a consistently superior manner

"B" work includes all of the elements listed below, completed in an above average manner

"C" work includes all of the elements listed below, completed in an average manner, or some of the elements below completed in an above average manner, but misses the point of some of the assignment.

"D" work includes some of the elements listed below and/or misses the point of most of the assignment

"F" work is not turned in or is turned in so late as to be unacceptable and is not college level work

Work turned in late will lose 10% per week it is late.

1. Attendance and participation (15 points @ 1 point/session)

You must attend at least 90% of the course in order to pass. If more than 10% of the course will be missed special arrangements must be made to make up the class, take it again at another time, or take an "Incomplete" contract. "Incomplete" is given only, as per CUH catalogue, for illness or family emergency.

2. Resource Album (25 points)

Table of contents and easily discernable, tabbed sections	5 points
Includes all section overviews, all lessons and rationale	5 points
All information organized by section	5 points
All lessons are illustrated, easy to understand	10 points

3. Field Observations (3 @ 5 points each)

Uses format as per handout at beginning of packet	1 point
Content is thorough and thoughtful. More than a narrative	3 points
Excellent organization and mechanics	1 point

4. Language Arts Rationale

Shows original thought/demonstrates ability to synthesize knowledge	5 points
Demonstrates knowledge of how to individualize instruction	5 points
APA style	5 points

5. Lesson/Activity (10 points)

Lesson plan written correctly/one for all required	3 points
Shows original thought and/or reflection	3 points
Smooth, professional presentation	3 points
Evidence of personal and professional growth	3 points
Well made materials	3 points

6. Written Reflection (10 @ 1.5 point each)

Shows evidence of thorough grasp of material read	.5 point
Writer is able to connect readings to personal experience	5 point
Written in Standard English	1 point

Schedule

August 28

- ① Rationale and Historical Perspective
Rationale/Review Syllabus and Assignments

Sept 4

- ② Development of language skills in children
How Children Learn Language
The Role of Family/Culture in Language Development
The Culture of School
- Jalongo Ch 1.2.3
Section 1, Packet

Sept 11

- ③ Developing a Language-Rich Environment
Literature and the Arts in the Language-Rich Environment
Integrating Language Arts through the Curriculum
Designing a language-rich setting
- Jalongo Ch 9, 10
Section 2, packet

Sept 18

- ④ Perceptual Processes
Visual Discrimination
Matching (lesson plan)
Vocabulary Development
Labeling the Environment (lesson plan)
Nomenclature Cards (lesson plan)
Attribute Words (lesson plan)
Miniature Environment (lesson plan)
Nomenclature Booklets (lesson plan)
Comparatives and Superlatives (lesson plan)
- Section 3, packet
Assigned Readings

Sept 25

- ⑤ Concept Development
Sequencing (lesson plan)
Classification (lesson plan)
Association (lesson plan)
Patterning (lesson plan)
- Assigned Readings

Oct 2

- ⑥ Receptive and Expressive Language Processes
Conversations (3 examples)
Story-telling (2 examples)
Poems and books to read aloud (5 examples)
Rhyming (lesson plan)
Auditory Patterning/Rimes (handout)
Transitional Exercises (5 examples)
Finger Plays (5 examples)
Music and Movement Experiences (5 examples)
Silence Game/Other Listening Games (lesson plan)
Following Directions Games (5 examples)
Hiding Games /Prepositions (lesson plan)
"What am I?" Games (2 examples)
"What's missing?" Games (2 examples)
I Spy Games (lesson plan)
- Jalongo, Ch 4, 5, 8
Section 4, packet
Assigned Readings

Unit Studies/Discussions (2 examples)

Oct 9

Writing Processes and Skills

Indirect preparation (Practical Life and Sensorial)

Physical Considerations

How to sit in the Chair

Exercises to strengthen motor skills

How to Hold the Pencil (lesson plan)

Emergent Writing

Metal Insets (lesson plan)

Sandpaper Letters-Three Period Lesson (lesson plan)

Writing in Sand (lesson plan)

Chalkboard Work (lesson plan)

Using Paper (lesson plan)

Movable Alphabet

Scanning the House of Letters (lesson plan)

Dictation with the Movable Alphabet (lesson plan)

Language Experience Approach

Drawing/Journals/Group Stories (3 examples)

Jalongo, Ch 6

Section 5, packet

Assigned Readings

Oct 16

Reading processes and skills

Emergent Reading

Developing Concepts about Print (describe sequence)

Word Study Skills (describe)

Sandpaper Letters

Ringed Alphabet (lesson plan)

Consonant packets (lesson plan)

Blending letters (lesson plan)

Movable Alphabet

Object to Letter Matching (lesson plan)

Components of Sounds (lesson plan)

Object Box I (lesson plan)

Jalongo Ch 7

Section 6, Packet

Assigned Readings

Oct 23

Three-Letter Phonetic Words

Objects/Pictures and Movable Alphabet (lesson plan)

Objects/Pictures and Word Cards (lesson plan)

Secret Boxes/Other Word Games (lesson plan)

Pictures with Sentences (lesson plan)

Phonetic Books/Sentence Building (lesson plan)

Mystery Words (lesson plan)

Action Words (lesson plan)

Assigned Readings

Oct 30

Early Reading

Blends/Double Consonants/More than One Syllable(lp)

Objects/Pictures and Movable Alphabet

Objects/Pictures and Word Cards

Object Box II

Secret Boxes/Other Word Games

Pictures with Sentences

Booklets/Sentence Building

Phonograms (lesson plan)

Movable Alphabet Packets

Picture and Word Building Cards

Word Lists/Games

Assigned Readings

Booklets/Sentence Building

Nov 6

Advanced Activities

Grammar Symbols (lesson plan)
Functions of Words (lesson plan)
Reading Analysis (lesson plan)
Compound Words (lesson plan)
Prefixes and Suffixes (lesson plan)
Components of Spelling Instruction (write sequence)
Capitalization and Punctuation (lesson plan)

Section 7, Packet
Assigned Readings

11

Nov 13

Advanced Activities

Research in the early years
Dictionary Skills
The Inquiry Approach
The Writing Process in the Early Years

Assigned Readings

Nov 20

Common Red Flags And What To Do

Biological Risk Factors
Environmental Risk Factors
Resources

Section 8, Packet

Nov 27

Documenting Children's Progress

Observation Assessment
Recordkeeping (5 examples)

Jalongo Ch 11
Assigned Readings
Section 9, Packet

Dec 4

Presentations (rationale and activities)

Attendance Mandatory

Dec 11

Presentations (rationale and activities)

Attendance Mandatory

SYLLABUS AND COURSE CONTENT MAY BE ADJUSTED TO MEET THE NEEDS OF THE CLASS.

Assignments/Due Dates

1. Observations: Sept 18, Oct 16, Nov 13
2. Album: Weekly (returned with comments the following week).
Final Album due: November 27
3. Reflections: Weekly, except last two weeks
4. Rationale: Draft Due: Nov 6
Returned with comments: 13
Final Due: November 27
5. Lesson Activity
Lesson Idea Due: Sept 25
Returned with comments: Oct 2
Lesson Plan Due: Oct 23
Returned with comments: Oct 30
Presentation and Final Lesson Plan Due: Dec 4 or 11

So that we don't have anxiety and stress wondering how you are doing with the lesson plans/album, I will review your albums on a weekly basis. Each lesson plan will be worth about ½ point, and the weekly breakdown will be about 3 or 4 points per week. If you turn in your work on time, you will always have an opportunity to redo anything you did not get full credit for the first time around. I believe in competency and want to give you a chance to do well.

The lesson activity and lesson plan to accompany it will function as your final. Your papers/albums and finals will be available for pickup in the office the day after grades are due. This is about a week after your final class. Materials are held in the office for one accelerated semester and then, due to space constraints, are disposed of (!).

Here are some suggestions for lesson activities

Miniature Environment Including the Noun Family
Object Boxes I and II
Flannel Board Story complete with Flannel Board
Nomenclature Cards/Matching Parts to the Whole activity
Air/Land/Water Classification Activity
Mystery Words/Action Words
Any activities you find in Montessori Matters (Check with me first)

I look forward to being with all of you and to a productive and interesting semester. My hope is that you will leave this class feeling empowered, excited and prepared to teach language arts and to set up language rich environments that are developmentally appropriate for all young children. Please feel free to call or email me if you have questions or concerns about the class. (Email is usually the fastest way to get a response)

The Language Arts Album

Your **Language Arts Album** will consist of the following.

1. Ten sections

For each section you should write approximately 1-3 paragraphs providing an overview of the section involved. The paragraphs should include the information from the class lectures and discussions, the packet and the readings.

2. A table of contents with tabbed sections.

Section One	Overview
Section Two	Environmental Design for Language Arts
Section Three	Assessment and Recordkeeping
Section Four	Risk Factors
Section Five	Perceptual and Concept Development
Section Six	Oral Language
Section Seven	Emergent Writing
Section Eight	Emergent Reading
Section Nine	Early Reading
Section Ten	Early Writing

The sections should be organized to include the following class sessions

Section One	Includes the August 28 and Sept 4 class sessions
Section Two	Includes the September 11 class session
Section Three	Includes the November 27 class session
Section Four	Includes the November 20 class session
Section Five	Includes the September 18 and September 25 class sessions
Section Six	Includes the October 2 class session
Section Seven	Includes the October 9 class session
Section Eight	Includes the October 16 and October 23 class sessions
Section Nine	Includes the October 30 and November 6 class sessions
Section Ten	Includes the November 13 class session

3. A Rationale

Your rationale will be 5-8 pages. It should be written APA style in Standard English, with the appropriate citations, reference page and title page. It should include the following:

How you will teach Language Arts

Why you will teach it the way you will.

You should give specific examples from all the areas discussed in class for the "how" section. Be sure to include the design of the environment, and when you will be teaching language arts during the day. Include what you plan to do for children with special needs.

In the "why" section include the research and theory behind your ideas for how to teach language arts. You will need to convince us that your way is the right way to teach! Be sure to cite your references, using the texts and any outside sources you think will be appropriate. You should have between 5-8 references. You may use information from a refereed journal article, available through Proquest, your texts from this class and up to two references can be from popular, non-refereed journals/magazines. You may not use information gained from websites for your references.

Lesson Plans and Write-ups

You will be writing lesson plans and write-ups for your album. These are designed to help you in the classroom so that you don't have to try and remember everything you learned in the class, and so that you are able to provide a variety of activities and materials above and beyond what may be available in your own school.

Your lesson plans will follow a specific format that will be handed out to you the week we do our first "real" lesson. You will need to follow that format for all the lesson plans that are required for the album. Some of the lesson plans will be available in the Montessori Matters books (Either the Blue or the Gold) and when that is the case, you may photocopy the lesson plan directly from your book. I will need to confirm that you have purchased the manuals in order for you to be able to do this, so that we don't violate copyright laws!

Your write-ups will consist of a paragraph length description of the activity, with a specified number of examples. You will be provided with samples before the first write-up is due.

Both the lesson plans and the write-ups will require either an illustration or photograph of the activity. The lesson plan or write-up should be on the right side of the album as it faces you, and the photo or illustration should be on the left side. (See illustration). This is for ease of use once you are actually in the classroom.

Pre and Post test
Ed 440
Fall 2002

ID # _____
Date _____

Please rate your current knowledge in the following areas.

- 1 indicates that you can do the activity described below and can use the knowledge to teach
2 indicates that you can do the activity described below but can't yet teach with the knowledge
3 indicates that you are not sure if you can do the activity described below
4 indicates that you might have heard about the activity but it is still a mystery to you
5 indicates that you don't know anything about the activity at all and, are not sure what it even is.

Mark on the scale provided for each statement.

1. I can create a rationale for an early childhood (2.5 through 8) language arts curriculum.

1 2 3 4 5

2. I can describe the developmental nature of language instruction to parents at back to school night.

1 2 3 4 5

3. I know specifically how to provide for positive language arts experiences for children from a variety of cultural and socioeconomic backgrounds

1 2 3 4 5

4. I know and can describe at least three techniques for how to teach each of the four language arts

1 2 3 4 5

5. I know and have competency in at least three diagnostic techniques that assess children's development in the language arts

1 2 3 4 5

6. I know how to provide language arts experiences that meet the individual needs and interests of children within a group setting

1 2 3 4 5

7. If asked, I can demonstrate a range of teaching strategies including use of manipulative materials for exploration of language, use of concrete models for language arts concepts and the use of verbal strategies including explanation, inquiry, and dramatization.

1 2 3 4 5

8. I am familiar with and can use a variety of appropriate record-keeping and evaluation processes related to children's progress

1 2 3 4 5