

FE'02

CHAMINADE UNIVERSITY OF HONOLULU  
Honolulu, HI

Fall EVE, 2002  
Castle Outreach

**INSTRUCTOR:** Elaine Blasi, M.Ed.  
**COURSE:** ED 440 Language Arts  
**TIME:** Saturdays  
**Credits/Hours:** 3 credits/45 hours

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### 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

### COURSE OBJECTIVES

The student will be able to:

1. Demonstrate knowledge of the rationale for language arts curriculum. (MACTE competency#5.3)
2. Describe the developmental nature of language instruction (MACTE Competency #3.4))
3. Demonstrate knowledge of the teaching of the four language arts (MACTE competency #3.4)
4. Know and have competency in at least three diagnostic techniques leading to the ability to accurately assess children's development (MACTE competency # 4.2)
5. Provide language arts experiences that meet the individual needs and interests of children, as appropriate to their development. (MACTE#3)
6. Demonstrate a range of teaching strategies which includes using manipulative materials for exploration of language; concrete models for language arts concepts; verbal strategies including explanation, inquiry, and dramatization. (MACTE#3.10)
7. Develop and use a variety of appropriate record-keeping and evaluation processes related to children's language, reading, and writing development. (MACTE#4.3, 4.

### TEXTS

Early Childhood Language Arts	Jalongo
Packet for Notebook	
1000 Instant Words	Frye
Montessori Matters	Sisters of Notre Dame

### MATERIALS

3" binder	10 tabbed dividers	Colored pencils/photos
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### 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	30 points
Attendance	10 points
Reflections	15 points (5 @ 3 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 (10 points @ 1 point/session)

Students 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 packet of handouts, all class notes, all lesson ideas and rationale	5 points
All information organized by section	5 points
Class notes are typed; complete	5 points
All lesson ideas are illustrated, easy to understand	10 points

3. Field Observations (3 @ 5 points each)

Use format as taught in Ed 200 (see 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	8 points
Demonstrates knowledge of how to individualize instruction	10 points
APA style	2 points

5. Lesson/Activity (15 points)

Lesson plan written correctly/one for all	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 (5 @ 3 points each)

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

## Schedule

### *October 12*

#### Introduction to Class

Overview of Course/Syllabus and Assignments  
Historical Perspective

MM (yellow) P. 148-149  
Section 1 packet

#### 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 2, Packet

#### Developing a Language-Rich Environment

Literature and the Arts in the Language-Rich Environment  
Integrating Language Arts through the Curriculum

Jalongo Ch 9, 10  
Section 3, packet

#### Documenting Children's Progress

Observation, Assessment and Recordkeeping

Jalongo Ch 11  
Section 4, Packet

### *October 26*

#### Perceptual Processes

##### Visual Discrimination

Object to Object Matching  
Object to Picture Matching  
Picture to Picture Matching  
Lotto  
Memory Games

Section 5, packet

##### Vocabulary Development

Labeling the Environment  
Nomenclature Cards  
Attribute Words  
Miniature Environment  
Nomenclature Booklets

#### Concept Development

##### Rhyming

##### Sequencing

##### Classifications

Objects Found in House or on Playground  
Air/Land/Water  
Made by Nature/ Made by Humans  
Living and Non-living  
Plants and Animals

##### Associations

Things that go together  
Animal Homes/Voices  
Animal Groups  
Adult and Young

##### Opposites

##### Missing Parts

##### Parts to the Whole

##### Same and Different

#### Patterning

Color Cubes, Bead |Stringing and Pattern Cards  
Parquetry Blocks, Tangrams and Pattern Cards  
Auditory Patterning/Rimes  
Complex Patterning



Receptive and Expressive Language Processes

- Conversations
- Story-telling
- Poems and books to read aloud
- Transitional Exercises
- Finger Plays
- Music and Movement Experiences
- Silence Game/Other Listening Games
- Following Directions Games
- Hiding Games (Prepositions)
- "What am I" Games
- What's Missing Games
- I Spy Games (nouns, sounds, etc)
- Unit Studies/Discussions

Jalongo, Ch 4, 5, 8  
Section 6, packet

*November 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
- Metal Insets
- Sandpaper Letters-Three Period Lesson
- Writing in Sand
- Chalkboard Work
- Using Paper
- Handwriting
  - Manuscript/Cursive
- Movable Alphabet
  - Scanning the House of Letters
  - Dictation with the Movable Alphabet
- Writing and Literacy Development
- Language Experience Approach
  - Drawing/Journals/Group Stories

Jalongo, Ch 6  
Section 7, packet

Reading processes and skills

- Developing Concepts about Print
- Word Study Skills
- Sandpaper Letters
  - Blending letters
  - Ringed Alphabet
  - Consonant packets
- Movable Alphabet
  - Object to Letter Matching
  - Components of Sounds
  - Object Box I
- Three-Letter Phonetic Words
  - Objects/Pictures and Movable Alphabet
  - Objects/Pictures and Word Cards
  - Secret Boxes/Other Word Games
  - Pictures with Sentences
  - Phonetic Books/Sentence Building

Jalongo Ch 7  
Section 8, Packet

Mystery Words  
Action Words

**November 16**

Blends/Double Consonants/More than One Syllable  
Objects and Movable Alphabet  
Pictures and Movable Alphabet  
Objects and Word Cards  
Pictures and Word Cards  
Object Box II  
Secret Boxes  
Word Lists/Games  
Pictures with Sentences  
Booklets  
Sentence Building

Phonograms

Movable Alphabet Packets  
Picture and Word Building Cards  
Word Lists/Games  
Pictures with Sentences  
Booklets  
Sentence Building

**November 23**

Advanced Activities

Grammar Symbols  
Functions of Words  
Miniature Environment  
Reading Analysis  
Compound Words  
Prefixes and Suffixes  
Components of Spelling Instruction  
Capitalization and Punctuation

Section 9, Packet

**December 7**

Presentations (rationale and activities)



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



*Assignments/Due Dates*

1. Observations Due November 16
2. Albums Due December 6 (Friday 6:00 pm)
3. Reflections Due November 9 , November 23
4. Rationale Due October 26
5. Lesson Activity
  - Lesson Idea Due November 9
  - Lesson Plan Due November 23
  - Presentation Due December 7

I will stay over on December 6th to finish reviewing your albums and they will be available for pick-up at class on Saturday, December 7<sup>th</sup>.

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)