**EDU 279**

**Module Three Assignments**

**Lab**

**Classroom Observation**

Observe emergent literacy in a young elementary classroom (pre-K or Kindergarten) or by video if a live experience is not available. Specifically observe the environment as it supports emerging literacy, any activities that support emergent literacy, and how students respond to activities intended to support emergent literacy. Suggested observation period of 2 - 3 hours. *Use the Journal Assignment below to assist students in reflecting on the observation.*

**Video Training**

Phonological Awareness

<https://www.youtube.com/watch?v=iIoZoh7EpGo>

Although this video is targeting parents, it contains valuable information. View this video to determine the following:

* Why is phonemic awareness important?
* What are the two important phonemic awareness skills for beginning readers? Explain them.
* How is phonemic awareness different from phonics?

Answer the thought questions above in the journal for this module.

Becoming Aware of Print

<https://www.youtube.com/watch?v=2Yti78OGxg0>

“This clip shows how 32-month-old Mira's parents help her become aware of print” (Reading Rockets). View the video to determine the actions that the parents take to promote various concepts of print. Complete **Handout Video Observation Assignment Resource**.

**Online Exploration:**

Explore Florida Center for Reading Research’s ([www.fcrr.org](http://www.fcrr.org/)) resources for phonological awareness, located in the “Student Center Activities: Grades K-1 Student Center Activities.” Then, create one of the activities and create a video demonstrating the activity. (The direct link to these resources is <http://www.fcrr.org/resources/resources_sca_k-1.html>). The activity demonstration will be shared in the Journal Assignment below.

**Lab Assignments:**

**Journal Assignment**

1. Reflect on your classroom observation and answer the following:
   1. What did you notice about the classroom environment that supported emergent literacy? Please be sure to explain how you feel this impacted language development and why.
   2. What instructional practices or strategies did the teacher use to support emergent literacy?
   3. How did students respond to any emergent literacy activities?
2. After viewing the Phonemic Awareness Video, answer the following questions:
   1. Why is phonemic awareness important?
   2. What are the two important phonemic awareness skills for beginning readers? Explain them.
   3. How is phonemic awareness different from phonics?
3. Share the link to your video demonstration of the activity you created from the Florida Center for Reading Research

**Handout Video Observation Assignment Resource**

Students should complete the handout while viewing the Becoming Aware of Print Video and submit for a grade or verification of completing the video assignment.

**Lab Assignment**

Read Aloud Activity

Plan and conduct a read-aloud activity for the group of students that you observed during this module. You may, but do not need to, share the activity with the students. Keep in mind “It is important to note that reading aloud is most effective in the development of language and vocabulary when children are actively involved rather than passively listening” (Roe, Smith, & Kolodziej, 2019, p. 93-94).

1. Begin by selecting and preparing an appropriate book
2. Rehearse expressive reading
3. Plan ways to elicit predictions about forthcoming parts
4. Provide ideas of ways to actively involve children in read-alouds when in a whole-class setting.
5. Prepare and conduct a book extension activity involving art, cooking, learning a song or chant, puppetry, or drama

You will make a short video that:

1. Introduces your book. Be sure to also say what age or grade this book was selected for
2. Explain how you are going to actively involve the children in the read-aloud experience
3. Record yourself reading the book in the same way you would read it to students. This should include:
   1. Expressive Reading
   2. Elicit predictions about forthcoming parts (just pause when students would respond)
   3. Show how you would actively involve children in the read-aloud (again, just pause when students respond or act)
4. Transition into a book extension activity.
   1. Introduce the activity
   2. Give the directions you would share with students
   3. Provide any guided instruction or practice that you would share with students

Grading:

Step One: 10 points

Step Two: 15 points

Step Three: 30 points

Step Four: 30 points

Professional quality video: 15 points

Total point value: 100 points

**Course / Lecture Assignments**

**Discussion Assignment**:

See the course resources for detailed, general directions and a grading rubric for discussion boards. You can insert the prompt(s) you wish to use into the general template.

Option One:

For this discussion reflect on what you have read and experienced in this module to answer the following questions:

* 1. Some educators say that children learn reading and writing naturally, just as they have learned to speak, and that a supportive environment and a wide variety of experiences are all that they need to figure out the writing system on their own. Others, however, say that children need explicit instruction in specific skills. What do you think, and why?
  2. Many teachers encourage children to spell as best they can when they write stories, but others insist that they spell words correctly. Considering what you now know about developmental spelling, what are your thoughts regarding this topic?
  3. Discuss the value of being aware of students’ individual spelling stages. How can this knowledge help guide instruction?
  4. Discuss the importance of establishing home and school connections. Suggest ways to strengthen the relationship.

Option Two:

For this discussion reflect on your own emerging literacy as a child and emergent literacy you have witnessed. Respond to the following in your original post:

1. After reflecting on the family influences on your own literacy development, answer the following:
   1. Who was influential in your early years in encouraging your literacy?
   2. What did this person do?
   3. What helped you learn to read and write?
   4. What would you do differently if you were an influential person in a child’s life?
2. After reflecting on past observations of parents, caregivers, teachers, or other adults reading to young children and recalling behaviors that seem to help the child, such as dialogic reading using questions and prompts to help the child talk about pictures, pointing to the words, reading predictable text, encouraging the child to supply words, and so forth. List behaviors that adults demonstrate that encourage children’s emergent literacy. Include children’s responses as well. What seems to work well and why?

**Module Assignments:**

Option One:

Environmental Print Wall

Create an environmental print word wall by brainstorming a list of words that they find on everyday objects (such as *Cheerios* or *soup*) or elsewhere in the environment. In addition to collecting words from objects typically found in children’s homes, also take photos or screenshots of signs that are typical in the local community (such as *McDonalds* or *library*) Think of some ways to use these words to teach phonics and sight word recognition.

To complete the assignment:

1. Make a digital word wall. Include the everyday words from the environment, the words typically found in children’s homes, and the community words on your wall. You can create the wall by using a blank MS Word document that represents a blank wall in the classroom. Add text and pictures to the document in the same way you would organize them on a classroom wall. Likewise, use the same font, capitalization, and spatial sense that you would if it was a classroom wall.
2. In a separate MS Word document, describe three ways to use the words to teach phonics and three ways to teach sight word recognition.

Grading:

1. Word Wall is worth 30 points
2. Three phonics ideas are worth 30 points
3. Three sight word ideas are worth 30 points
4. Professional use of media and college-level writing are worth 10 points

Option Two:

Emergent Literacy Stages

Explain and give examples of what children learn at the emergent literacy stage about language, print, and the relationship between language and print.

Complete a chart like the one below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Stage of Emergent Literacy | What is learned about language? | What is learned about print? | What is learned about the relationship between language and print? | Give an observable example of what we see students in this stage demonstrate |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Grading: Each of the four stages are worth 25 points each. (5 points for each column above) Total of 100 points