

University of North Carolina at Greensboro  
School of Education

Fall 2006

## **CUI 346 -02 Children's Literature and Instructional Media** Graham 310

Instructor: Joyce Smith, M. Ed  
Phone: (336) 638-5640  
Cell: (434) 390-3317  
Email: jssmith6@uncg.edu  
Mailbox: 335 Curry

**Course Prerequisite:** Admission to teacher education.

**Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to (a) equity and excellence in teaching, research and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

**Americans with Disabilities Act (ADA) compliance:** UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on disabilities must be registered with the Office of Disability Services, located at 208 Elliott University Center, phone 336-334-5440 V/TTY.

### **Required Texts:**

Darigan, D. L., Tunnell, M.O., & Jacobs. (2002). *Children's Literature: Engaging teachers and children in good books*. Upper Saddle River, NJ: Merrill Prentice Hall. (Must include disk with data base of children's books). ISBN 0-13-066801-X

Harvey, Stephanie, Goudvis, Anne. (2000) **Strategies That Work: Teaching Comprehension to Enhance Understanding**. Stenhouse Publishers. ISBN 1-57110-310-4

### **Required Children's Trade Books:**

*Hoot* by Carl Hiaasen

*Number the Stars* by Lois Lowry

*The Watsons Go to Birmingham* by Christopher Curtis

**Catalog Description: Multimedia approach to literature for children; functions and use in the elementary curriculum with emphasis on integration of literature into the curriculum.**

**Course Purpose:** The purpose of this course is to familiarize you with the broad range of genres, authors and illustrators in children's literature and how it can be used to enhance comprehension and other content areas in the curriculum.

### **Objectives:**

- Demonstrate an understanding of the components of quality children's literature as well as the criteria used to evaluate it and become familiar with various awards given in the field of children's literature.
- Describe various strategies for presenting quality children's literature to children.
- Identify and discuss issues related to censorship of children's literature.
- Learn to select and use books, non-print media, and computer software appropriate to the age, interests, developmental level, cultural background and exceptionalities of students in the elementary school.
- Demonstrate familiarity with instructional technology.
- Learn how to share books with students and use literature and other resources to enrich and extend the curriculum.
- Demonstrate the ability to identify and describe various genres of children's literature as well as noted authors and illustrators.

### **Attendance:**

- Attend all classes and be on time. Since much material is covered each week, you must attend every class. Absences and tardiness/leaving early will impact your grade. **Two absences will lower your grade a whole letter grade. If you miss four classes you will earn a failing grade. Three tardies /leaving early are equivalent to one absence.**

### **Grading:**

- Hand written assignments must be legible and neat; typed assignments should be double-spaced. **One point will be deducted for each grammatical, spelling and punctuation error.** Proof your work.

97 – 100 = A+	87 – 89 = B+	77 – 79 = C+	67 – 69 = D+
93 – 96 = A	83 – 86 = B	73 – 76 = C	63 – 66 = D
90 – 92 = A-	80 – 82 = B-	70 – 72 = C-	60 – 62 = D-
Below 60 - F			

### **Requirements:**

- **Author Study – 20 points**
- **Card File**
- **Three tests – 24 points**
- **Read Aloud Classroom Lesson – 15 points**
- **Weekly Probe – 10 points (1 point for each probe)**
- **Critical Performance – 30 points**

**Author Study:** Select an author from the attached list to research and prepare a 10-12 minute PowerPoint presentation for your classmates. (Only one presentation per author). You may work with a partner. These will be presented throughout the semester and you will sign up for a presentation date the second week of classes.

1. Include biographical info. This can be found in *Something about the Author* in Jackson Library Reference Room PN 451.56. Use the most recent volume that includes your author. **Copy this info and turn it in with your report.**
2. Include an excerpt of an interview with the author. This can come from a journal article, a radio or video interview. If you show a video clip, turn in a statement to that effect: otherwise, **turn in a copy of the interview.**
3. Read at least five books by the author (2 if they are chapter books) and bring them to show the class and discuss the illustrations. For each book read, **write an index card to turn in. Have a representative sample of the author's work.**
4. Go to Amazon or Barnes & Noble and **print a list of books available** by the author. Indicate (highlight with a marker) if any of the books are available on tape, CD, video or in another language. If the author has won a Newbery Award, go to the ALA website to learn the languages into which a book has been translated. You do not have to print all of the pages – two will suffice but state the total number of pages.
5. Visit the author's website and **print a page** from it to turn in.
6. Find a lesson plan on the web based on your author or on a book by your author. Include it in your presentation and **print it to turn in.**
7. **Print out a list** of books written and/or illustrated by your author from the database of children's literature that came with your textbook.
8. Prepare a **one-page handout** for your classmates (and me) that includes info about the author, awards, web address, videos, etc. This may be presented with a graphic organizer or chart. Make it interesting and visually attractive.
9. Present your author study in a PowerPoint format. You can import images from the internet author sites and/or covers of books from Amazon.com or Google Images. The teaching stations are a PC platform. **Print a copy of your slides** to turn in.

Two points will be given for each of the above categories as well as for your overall presentations. **The Teaching Resources Center in Ferguson has many author videos. Go to [www.uncg.edu/soe/trc](http://www.uncg.edu/soe/trc) to view the list.**

**Card File:** Read three (or four) children's books each week according to the schedule and complete an information card for each one. **Books based on Disney, Sesame Street, Barney, etc are not acceptable. Bring a picture book to class each week to share with your group.** Select books from an award list if possible when a specific author or title is not listed. For each book read, you are to fill out a **4 x 6 index card** to be turned in each week with a **brief synopsis on the back** of the card and the following information on the front:

Title:  
 Author:  
 Copyright Date:  
 Grade Level(s):  
 Theme:  
 \*Genre:  
 Awards:

In the top right corner of the card, write PB (Picture Book) or CH (Chapter Book)

\*Poetry, Alphabet and/or Counting Book, Traditional Fantasy (Folktales, Legends, Fables, Fairy Tales), Modern Fantasy, Contemporary Realistic Fiction, Historical Fiction, Information, Biography. Cards will be turned in each week and **will not be accepted after 5:00 on the day they are due. You will not receive a grade for the cards, however, up to ten points will be deducted from your final grade if items on the card are incorrect or omitted, or if cards are missing.** Keep all cards in a card file **box** to be turned in at the end of the term. All cards are to be sorted into genres and divided into two sections, Picture Books and Chapter Books.

**Tests:** September 15 Chapters 1 – 4 + 15; October 20 Chapters 5 – 8; November 6 Chapters 9 – 11; December 1 (this will be the final exam). All material on the tests will come from the **Literature** textbook, not from *Strategies*.

**Read Aloud Classroom Lesson:** You will choose a book for a read aloud lesson in your classroom and use one of the strategies described in the text by Harvey and Goudvis. Use the lesson plan provided and have your OSTE fill out the evaluation form. This form will be turned in to me along with your complete lesson plan and sample student work.

**Weekly Probe:** To demonstrate your understanding of the assigned reading, **at the beginning of each class** you will be given one question to answer. You will have three minutes in which to answer the question. **If you are late to class, you will not be able to participate.** On test days we will not have this probe.

**Critical Performance:** This will entail planning a thematic, interdisciplinary unit that includes science, math, social studies, reading/language arts.

1. You are to make **four lesson plans** and choose **two that you will teach** to the class. One of the lesson plans turned in may be the Read Aloud Lesson. (It cannot be counted as one of the lessons you will teach). Use the lesson plan format that is available on Taskstream. These lessons must include:
  - a. NCSCOS/NCTE/NCTM and other content area objectives
  - b. Literacy strategies from *Strategies*
  - c. Use of technology
  - d. One book that the children have made which culminates the unit (class book or individual books)
2. Create a text set of books to be used with your unit.

- a. A minimum of four picture books
  - b. A minimum of three information books.
  - c. At least three websites – one that students can use, others will be resources for planning your lessons.
3. Craft an activity that can be used in a center that will compliment the unit. It should be an activity that students can complete independently or in small groups. Turn in an example.

Remember:

- use more than one tool for assessment
- state how you will modify the lesson to accommodate all learners
- include your reflection
- collect several samples of student work reflecting a range of abilities

**You are expected to abide by the Academic Honor Code of UNCG at all times. A statement to this effect is required along with your signature on all papers/tests.**

**THIS SYLLABUS MAY BE SUBJECT TO CHANGE**

**CUI 346 Read Aloud Lesson**

OSTE \_\_\_\_\_

Intern \_\_\_\_\_ School \_\_\_\_\_

Grade \_\_\_\_\_

Book Title \_\_\_\_\_

Author \_\_\_\_\_

Date of Reading \_\_\_\_\_ Date of Lesson \_\_\_\_\_

**Please comment on the following:**

- 1. Appropriateness of book for age of students.**
- 2. Appropriateness of activity for age of students.**
- 3. Was lesson's objective conveyed to students?**
- 4. Were students attentive?**
- 5. Did lesson and book compliment the classroom theme or unit?**
- 6. Preparedness of intern.**
- 7. Suggestions for intern.**

OSTE's Signature \_\_\_\_\_ Date \_\_\_\_\_  
Lesson Plan for Read Aloud

**Targeted Strategy: (From Strategies That Work)**

**Grade Level:**

**Title and Author:**

**Objectives:**

**Competency Goal(s):** go to [www.dpi.state.nc.us/curriculum/languagearts/resources/k-5elagradeK](http://www.dpi.state.nc.us/curriculum/languagearts/resources/k-5elagradeK) Also see other grades and subject areas

**Introduction (How will you stimulate interest in the book and set a purpose for listening?)**

**How will you model the targeted comprehension strategy? What are some key ideas you will share?**

**What will you do after reading aloud to reinforce the strategy? What would you do if you could extend this lesson for several more days?**

**Classroom Activity Due Sept 29:**

**Book Title/Author/Illustrator:**

**Grade Level:**

**Competency Goal(s):**

**Detailed Description of Activity:**

**Materials Needed:**

## One-Pager

**Goal:** To help students visualize what they are reading and to help them choose important quotes.

**Rationale:** One-pagers are helpful for students because they are forced to put something from the story into picture form. They are also forced to choose important quotes and to form a personal response to the quotes and reading.

## Student Activity

### One-Pager

A “One-Pager” is a way of responding to a piece of writing on a single sheet of paper. It represents your own written and graphic interpretation of what you have read. It may be very literal (just based on the facts or information in the piece) or it may be a symbolic representation of the piece. It helps you as a reader to visualize what you are reading.

#### Directions:

Must be on standard sized, unlined paper.

Must fill entire page

Writing must be in ink or typed... no pencil.

Include the title and the author of the book.

Use colored pens or markers unless the piece demands black and white.

The following required elements may be arranged on the page in any way you choose:

1. Must have **two or more excerpts** from the reading. (Passages that you like or think are important).
2. Must have a **graphic representation**: drawing, magazine picture, or computer graphic that ties to the piece you read and the quotes you chose.
3. Must include a **personal response** to what you have read: comment, interpretation, evaluation, etc.