Curriculum Overview

Richmond County Schools Early Reading First Program of Excellence Workshop #3 January 8, 2008
Today’s Learning Objectives

• Review curricula in general, and their place in the “scheme” of child development and learning

• Discuss the OWL curriculum and participate in an overview of Unit 3-Wind and Water

• Learn how to put the “CROWD in the CAR”: skills for shared reading
Review

- Head
- Heart
- Hands
Child Development and Learning is a journey…

• Not a race!

So think about when you travel, what you take…
NC Foundations (Early Learning Standards) = Guide Book

- *Early Learning Standards*, like a guide book that shows you many of the wonderful sights you will see as a child grows, develops, and learns.

- *Early Learning Standards*, like a guide book describe many of the fun and exciting things you can do while traveling together with a child on this fascinating journey of development.

- *Early learning standards* help to answer the questions, “where are we going?” “what might it look like?” and “what might we do?”
Curriculum=Map

- The curriculum or curricula that you use in the classroom (e.g., Montessori, Creative Curriculum, OWL, Emergent, High Scope) is the map that helps you to transport all of the children to that fabulous wonderland called learning, growth, and development.

Many “maps” are needed to help all children to develop!
IEPs, Goals, Objectives, Plans = Street Map with Specific Directions

- Ongoing assessment helps you to develop specific goals and target areas for each child. These goals, including the IEP for children who need this plan, are the specific directions and strategies to help each and every child to have a safe, enjoyable and success journey in development.
Environmental Assessment/Standards

• ECERS-R, ELLCO (and other environmental assessments) and facility licensure: Your guides to creating the best possible learning environment

• In our travel analogy think of them as “hotel guides”!
What makes an effective curriculum?

- **Is there appropriate structure and organization?**
  - Takes advantage of resources and is flexible enough to address individual interests and learning styles.
  - Has ongoing evaluation that guides improvement, acknowledges effort, and celebrates successes.

- **Is there and emphasis on concept development and attainment of high standards?**
  - Emphasizes quality rather than quantity, depth of learning. Links experiences to concept development.

Jalongo, 2004
Effective curricula, continued.

• Does it address the WHOLE child?
• Does it provide opportunity for social interaction?
• Does it reflect respect for/relevance to individual differences?
• Does it value and include the contributions of many ethnic groups?
Implementing a curriculum

- Challenges?
- Benefits?
Well, what about the **OWL Curriculum**?

- *Opening the World of Learning*
- Judith Schickedanz, David Dickinson, CMS
- 2005
- Pearson Products
- www.openingtheworldoflearning.com
Goals of the OWL Curriculum

– 1. Build children’s oral language abilities (see next slides)
– 2. Enhance children’s love of books
– 3. Recognize and name letters
– 4. Begin to associate letters and their sounds
– 5. Support efforts to write (reasons and skills)
– 6. Build children’s knowledge about the world
The Language and Literacy Connection

• **Phonology** - Important for decoding words
• **Morphology** - Important for decoding big words, deriving meaning from words, and to indicate grammatical markers
• **Semantics** - Vocabulary
• **Syntax** - Important for understanding and expressing language at the sentence level and beyond.
• **Pragmatics** - Higher order language skills that are necessary at the discourse level.
Oral and Written Language Development

Speaking/AAC:
Knowledge of narratives; vocabulary

Reading: letter name and letter-sound knowledge, beginning decoding; emergent reading

Listening: comprehension, phonological & syntactic awareness

Writing: early preconventional/developmental spelling

All 4 modes of communicating develop together and help one another to develop throughout a lifetime.
National Findings

“Thrilling Three”: B-K
Oral Language
Alphabetic Code
Print Knowledge/Concepts

“Fab Five”: K-3
Phonemic Awareness
Phonics
Vocabulary
Fluency
Comprehension


More Specifics about the OWL Curriculum

• Strategies
  – Plan, teach, debrief (start with children’s books, then look at curricular guides)
  – Repeated readings of a single book (at least 4 readings, sharings per day)
  – Intentional vocabulary teaching throughout the day
  – “Real” conversations on a daily basis
  – Literacy-rich classroom with opportunities for writing, talking, and reading
**OWL Content**

- Themes/Units of Study
- Offer interesting materials, concepts, multiple opportunities for vocabulary and connected language use
- Family, Friends, Wind & Water, Color, Shadows/Reflections, Things that Grow
- Each thematic unit offers 4-5 related storybooks, 1-2 predictable language books, and 1-3 expository texts
- Developed for 4-6 weeks but can be extended based on children’s needs and interests
**OWL Implementation**

- Emphasis on individual, small, and large group settings

- Activities such as story time, songs, word play, letters, small groups, “Let’s find out about it” and “Let’s talk about it” may be implemented anytime throughout the day individually, in small, and/or large group settings. Small groups may be naturally occurring during center time, especially at the science/exploration center, writing center, story book sharing center, and/or story-telling center.
Author’s Suggested \textbf{OWL} Schedule

- Start-the-Day Center (30 minutes)
- Morning Meeting (15 minutes)
- Center Time (60 minutes)
- Tolieting/Snack (15 minutes)
- Story Time (20 minutes)
- Outdoor Play (30 minutes) (conversations)
- Songs/Word Play/Letters (20 minutes)
- Handwashing/Tolieting (10 minutes)
- Lunch/ Quiet Time/Centers (90 minutes) (conversations)
- Small Groups (25 minutes)
- Let’s Talk About It or Let’s Find Out About It (20 minutes)
- End-the-Day Centers (20 minutes)
Possible **OWL** Schedule that aligns with ECERS-R requirements (2 hours in centers; 1 hour outside)

- Arrival-all centers open (8:00-9:00-1 hr)
- Handwash/Breakfast (9:00-9:30-30 min.) (conversations)
- Morning Meeting: Intro New Activities, Story Sharing, Songs/Word Play/Letters (include in transition to Center Time) (9:30-10:00-30 min.)
- Center Time: Include Let’s Find Out About it in Science/Exploration Center; other “small group” activities in math, table toys/manipulatives and other centers; include predictable book sharing in the library center; develop a story-telling center and storybook sharing center (10:00-11:00-1 hr.)
- Outside Time: Include conversations and some activities from “Let’s Find Out and Let’s Talk About It” (11:00-12:00- 1 hr.)
- Lunch: include conversations (12:00-1:00- 1 hr)
- Bathroom/Quiet Time: Put OWL books on tape for children to listen to with headphones (1:00-2:00 – 1 hr)
- Center Time: Include “snack” as a “snack bar” center and all other centers described above (2:00-3:00-1 hr)
- Closing Circle: Include “what we learned today”; second reading of book and “Let’s Talk About It” (3:00-3:30)
- Prepare for Departure: 3:30…
**OWL Children’s Literature**

- Children’s Books are the anchors for each unit of study
- Let’s look at the books for Unit 3, “Wind and Water” and analyze them for oral and written language development supports
  - **Storybooks**: Gilberto and the Wind, One Dark Night, Rabbits and Raindrops, The Snowy Day, A Hat for Minerva
  - **Predictable Book**: The Very Noisy Night
  - **Expository Text**: Bringing Rain to Kapiti Plain; See How They Grow: Kittens
Unit 3: Wind and Water

• Wind:
  – Moving air; affects light and heavy things differently, changes the weather; can blow very hard during a storm

• Water:
  – Comes in different forms (liquid-rain; solid-snow and ice; steam-gas); soaks into some things and is repelled by others; can evaporate; is needed by animals to live

Wind and Water can both be fun: provide recreation opportunities
At a glance…

• Let’s look at Unit 3 at a glance
Skill Building

• Effective Shared Reading: Putting the CROWD in the CAR
What is shared reading?

• “The interaction that occurs when a child and adult look at or read a book together.”
  – Ezell & Justice, 2005
Why is shared reading important?

• Shared reading accounts for at least 10% of the variance in children’s primary grade reading and language achievement and it’s something we CAN DO!
  – (Senechal, LeFebre, Thomas, & Daley, 1998)
What’s GOOD shared reading

• One of the best measures of quality of shared reading is the “adult’s responsiveness to children’s concerns and interests”

• High level’s of responsiveness are characterized by adult behaviors that are:
  – Child oriented, interaction-promoting, and language modeling
    – Ezzell & Justice, 2005
Making Shared Reading Effective

- Physical Arrangement
- Social Involvement
- Materials Selected
- Reading Style
- Conversation
Getting/Keeping Children Engaged in Shared Reading

• Let child choose
  – 0-3 children let you know if they want to look at a particular book
  – Let older children select the book they want
  – Have multiple books that appeal to children’s sensory and topical interests

• Let child turn the pages if they wish
  – If they turn 3-4 pages at a time, just talk about the pages that you see
  – Let child decide when they are finished and move on
  – Have “Next Page Please” and “Finished” symbols available

• Talk about what child says, points to, or does
  – As children get older ask harder questions
    ◦ What do you see?
    ◦ What do you think will happen?
Materials: This “squishy” book can be easily modified by removing the label and replacing it with more sophisticated text.
Encouraging Shared Reading

• Follow the CAR:
  • Comment and wait
  • Ask questions and wait
  • Respond by adding more

Similar processes were found to help AAC users! It may be necessary to help families with language code-switching. (Kent-Walsh & Rosa-Lugo, 2006)
Dialogic Reading

- **C**: Completion
- **R**: Recall
- **O**: Open ended
- **W**: Who, what, when, where
- **D**: Distancing
  - Not all at once, just when it makes sense!
    - **Whitehurst, 1995**
Over in the meadow, in a hole in a tree, Lived a mother bluebird and her little birdies __

- Ask child to complete a word, phrase, repeated refrain*
- “Not by the hair of my chinny, chin, ----.”

Why?
- Encourages child to listen to and use language

* Use picture communication symbols, voice output w/ word, repeated line and/or illustration for children with disabilities
Recall

What happens after the wolf climbs onto the third little pig’s roof?

• Ask details about what happens in the story*
• Ask what the characters do*

Why?

• Builds a sense of story
• Helps children recall details

* Have action, feeling picture communication symbols available; Have child act out the character’s actions; Discuss choices with child.
Open-Ended Questions

“What’s going on in this picture.”

• Ask the child to tell what is happening in the picture*

Why?

• Provides child opportunity to use language

* Use action word picture symbols. Expand/discuss child’s choices
“Wh” Questions

“What’s this called?”
“What does the pig use it for?”

• Point to something in a picture and ask the child to name the object or action*

Why?
• Builds vocabulary

*Have props, symbols, actions available
Distancing

“Have you ever made a cake? Who was it for? What did it look like?”

• Relate something in story to child’s life*

Why?

• Helps child make connections between books and life

• Provides child opportunity to use language
  *action, colors, shapes, feelings symbols
Shared Reading with Children with Disabilities
Shared Reading

- 4 year old with dual-sensory impairment using tactile-enhanced book
Let’s review the Shared Reading with All Children handout

Handout

• The story texts required
  – Verbs (primarily past tense)
  – Descriptive words
  – Conjunctions that signal passage of time
  – Personal pronouns

• The expository texts required
  – A large number of descriptive words
  – Variety of nouns that denote category/topic
  – Plural pronouns
  – Conjunctions that explain/elaborate/compare/
  – Contrast

  • Hammet-Price & Erickson, 2006
Summary

• Effective curricula helps each and every child achieve early learning standards and individual goals by addressing the whole child and building on interests and abilities;

• The OWL curriculum addresses several learning domains and emphasizes vocabulary and connected language development;

• Put the CROWD in the CAR while sharing books with children.
Questions?

The Time is NOW In Pre-K!