

I. EDUC 333: PRIMARY EDUCATION AND LITERACY DEVELOPMENT

II. 3 Semester Hours (Undergraduate)

III. COURSE DESCRIPTION

Designed to prepare the teacher of children ages six through eight for teaching the basic skills, organizing the primary curriculum, and selecting appropriate techniques and materials. Emphasis will be given to the development of literacy in young children. Field experiences required.

IV. PLACE IN THE CURRICULUM

This course is an upper-level course in the Early Childhood Program. It is required for the Early Childhood Endorsement.

V. COURSE GOALS AND OBJECTIVES

- A. Goals – While courses that the teacher candidate takes in the professional elementary education sequence prepare her/him for teaching grades K-8 generally, this course attempts to help the candidate develop an interest in and prepare for becoming an effective teacher for children in their crucial primary years (ages 6-8). The course is designed to introduce the candidate to the curriculum and basic concepts for teaching the primary grades, to coordinate the concepts that she/he has learned in other courses with reference to the primary grades, and to extend and enrich this background rather than to duplicate it. The candidate will have opportunity to demonstrate leadership skills in the classroom, with families and colleagues and will become aware of professional resources that will enable him/her to continue learning after entering the profession.
- B. Objectives: The student who successfully completes this course will be able to:
1. List and major developmental characteristics of the primary child: spiritual, physical, intellectual, social, emotional, and aesthetic. (T6)
 2. More fully appreciate the value of learning-by-doing for children as a result of personal involvement in many active learning experiences during this course. (T8)
 3. Better understand how literacy emerges in children and how to implement a balanced literacy program in the primary classroom. (T5, LD3)
 4. Plan learning activities in each primary grade curricular subject area for individuals, small groups, and large groups of children to develop basic skills, attitudes, and understandings. (T1)
 5. Plan and teach, with a partner, 2-4 theme-based mini-units that integrate developmentally appropriate learning experiences from the various curricular areas. (T1, T2)
 6. Recognize activities commonly used in primary classrooms that stereotype or convey inaccurate information about diverse populations and make a conscious effort to develop his/her own attitudes toward diversity in an anti-biased and open manner, and make a commitment to change unfair practices if possible. (LR4)
 7. Select print and non-print materials that are developmentally appropriate for use in grades 1, 2, and 3. LR7)

8. Make and use at least three different learning aids or games that can be utilized for independent learning by primary grade students who have minimal reading ability. (T2)
9. Identify appropriate methods of evaluating pupil progress and of communicating with parents or caregivers throughout the year. (T3)
10. List numerous sources of help for the beginning teacher in planning daily, weekly, and long-range schedules of class activities, including scheduling the multi-grade primary classroom. (T5)
11. Identify the positive and negative aspects of teaching in a multi-grade primary classroom, and plan appropriate methods for managing such a classroom. (LR7)
12. Name at least four leading professional periodicals commonly used by elementary teachers, list their characteristic features, and cite strengths and weaknesses of each for use by teachers of primary children. (T5)
13. Identify ways of integrating the faith into the curriculum in the primary grades. (T7)

VI. CONTENT AND MEHODOLOGY

A. Content

1. Knowing Your Students: Developmental Characteristics (T6)
2. Understanding Emergent Readers and Writers (an ongoing topic) (T6)
3. Building a Classroom Community (T9)
4. Establishing a Structure for the Classroom (T4)
5. Guiding Children's Learning (T4)
6. Mathematical Thinking, Integrating the Faith (T2, LD3)
7. Social Studies, including Multicultural Education, Integrating the Faith (T4, LD3, LR4)
8. Scientific Thinking, Integrating the Faith (T7, LD3)
9. The Arts and Technology, Integrating the Faith (T7, LD3)
10. Health, Safety, Sex Education, Integrating the Faith (T7, LD3)
11. Physical Education, Integrating the Faith (T7, LD3)
12. Language and Literacy, Integrating the Faith (T7, LD3)
13. Religion for Primary Children (LD3)
14. Assessing Children's Learning (T3)
15. Multi-grade Classrooms (T4, T9)
16. Building a Partnership with Families (LD2, LD8, LR4)

B. Methods

1. Large and small group discussion (T8)
2. Classroom visit (T9)
3. Clinical observation (T6, T9)
4. Videos (T5)
5. Construction of teaching/learning aids (T2)
6. Lecture (T8)
7. Demonstration (T8)
8. Student team-led activities in class (T1, T2, T4, LD2, LD5, LD9)
9. Activity centers (T8, LD8, LR7)
10. Reviews of periodicals (T5, T9, LD2, LR5, LR7)
11. Field experiences in team-teaching roles (T1, T2, T3, T4, T6, LD1, LD2, LD5, LD8, LD9)
12. Cooperative planning (T1, LD2, LD5)

13. Final Exam (T1, T2, T5, LD3, LD6, LR7)

REQUIRED TEXTS

Bergt, Carolyn and Rodney Rathman, Eds. Integrating the Faith. Vol. 2, Grades 1 and 2. St. Louis: DPH, 1997.

Bredenkamp, Sue, Ed. Developmentally Appropriate Practice in Early Childhood Programs. Revised Edition. Washington, DC: NAEYC, 1997.

Dodge, Diane Trister, Judy Jablon, and Toni Bickart. Constructing Curriculum for the Primary Grades. Washington, DC: Teaching Strategies, 1999.

OTHER RESOURCES

Videotapes:

Teaching with Big Books
"The Antibias Curriculum" (NAEYC)
Teaching Tolerance
"MacMath" (L. Serck and St. John Gd. 2)
Developmentally Appropriate First Grade

CD's

Greg and Steve, Ella Jenkins, Hap Palmer, Dr. Jean, Jack Hartmann, etc.

Curriculum Materials

Voyages and Faith Alive Religion Curriculum, Grades 1, 2, and 3
Curriculum collections in Link Library

Periodicals:

Childhood Education
Instructor
Lutheran Education
The Mailbox—Primary Edition
Teaching Pre-K – 8
Creative Classroom

Big Books:

Berger, Melvin. Early Science Big Book Series. (MacMillan) Newbridge Communications, Inc., Mid-1990's.
These are in classroom professional library.

From Peanuts to Peanut Butter
Where Does all the Garbage Go?
Squirrels All Year Long
Who Cares About the Weather?
Animals and Their Babies
Animals in Hiding
A Butterfly is Born
You are What You Eat
The World of Dinosaurs

Growing Pumpkins
Where do the Animals Live?
Kids for the Earth
Pasta, Pasta
The World of Ants
An Apple a Day
Life in the Sea
The Big Bears
Bubbles, Bubbles, Everywhere

VII. STUDENT ROLES

1. Study basic textbooks and other assigned readings (according to schedule of assigned topics) (LD3, LR4)
2. Participate in class trip. (T9)
3. Write a key thought gleaned from each class period. (T9)
4. Write reviews of 4 designated periodicals useful to primary teachers. (T5)
5. Make a minimum of three observations in primary classrooms specifically to identify developmental characteristics of primary children. (T6)
6. Study an assigned subject area taught in the primary grades and with a committee of peers, plan and lead the class in learning activities that could be carried out by individuals, small groups, and large groups of children in primary classrooms in that subject. (T1, T2, T5, LD3)
7. With a partner, plan and team-teach two to four mini-units during a minimum of 10 clock hours in a primary classroom, integrating as many subject areas as possible into a selected theme. (T1, T2, T3, T4, T5, T6, LD5, LD9, LR7)
8. Construct three (3) learning aids/games that can be used independently by young primary children who have minimal reading ability. (T2, LR7)
9. Get acquainted with the major publications of the national Lutheran Education Association/Department of Early Childhood Education (T7, T9, LR5)
10. Attend an in-service or professional conference geared for primary grades as scheduled. (T6)
11. Complete a written Final examination in which the student applies his/her knowledge to real-life situations that primary grades teachers face. (LR7)

VIII. EVALUATION

Evaluation of a quality, thoroughness, and organization of their work is continuous as teacher candidates perform the student roles, submit written work, and present activities and projects. Cooperating teachers evaluate the mini-units taught in their classrooms. In a written final examination, the candidate applies his/her knowledge to real-life situations that primary grades teachers face. (LR5)

Attendance Policy

All students are expected to be in class each time. A portion of your grade will be deducted each time you have an unexcused absence. The only excused absences that are valid come from the nurse or the Dean of Students. Three tardies equals one absence.

IX. BIBLIOGRAPHY

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Bisson, Julie. Celebrate! An Anti-Bias Guide to Enjoying Holidays in Early Childhood Programs. St. Paul, MN: Readleaf Press, 1997.

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- Young Children). Carthage, IL: Fearon teacher Aids, 1992.
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