

STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK



**MASTER SYLLABUS**

ECHD 310: Literacy Activities Across the Curriculum

**CIP Code: 13.03**

**Created by: Maureen P. Maiocco, Ed.D.**

**SCHOOL OF BUSINESS AND LIBERAL ARTS  
SOCIAL SCIENCES DEPARTMENT  
SPRING 2023**

A. TITLE: Literacy Activities Across the Curriculum

B. COURSE NUMBER: ECHD 310

C. CREDIT HOURS

# Credit Hours: 3

# Lecture Hours 3 per Week

Course Length (# of Weeks): 15

D. WRITING INTENSIVE COURSE: No

E. GER CATEGORY: n/a

F. SEMESTER(S) OFFERED: Fall or Spring

G. COURSE DESCRIPTION:

In this course students will develop an understanding of high-quality literacy experiences for the early childhood classroom. Beyond story reading, active engagement with books can provide a foundation for developing and integrating a curriculum and activities that support all aspects of child development and learning. Purposeful and intentional teaching methods will be shared, featuring a selection of popular children's literature.

H. PRE-REQUISITES: ECHD 101

CO-REQUISITES: none

I. STUDENT LEARNING OUTCOMES:

<b><i>Course Student Learning Outcome [SLO]</i></b>	<b><i>ISLO</i></b>
<b>PLO 8:</b> Apply skills of curriculum planning and age-appropriate early childhood learning environments that support the development of children from infancy to age 5 based upon developmentally appropriate teaching practices.	5
a. Understand how language-rich experiences can support an integrated curriculum model.	5
b. Identify language and literacy-based activities to support the development of the young child.	5
c. Develop play-based literacy experiences for use in the early childhood classroom.	5
d. Examine purposeful and intentional teaching methods that engage and align with learning goals.	5
e. Understand the value and appropriateness of a language-based curriculum model.	5
f. Identify high-quality and age-appropriate literacy selections for children, infancy to age 5.	

KEY	<b>Institutional Student Learning Outcomes</b> <b>[ISLO 1 – 5]</b>
ISLO #	ISLO & Subsets
1	<b>Communication Skills</b> Oral [O], Written [W]
2	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
3	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

J. APPLIED LEARNING COMPONENT: Yes  Creative Works/Senior Project

K. TEXTS: To be determined by instructor

L. REFERENCES:

Beaty, J. (2019, 2014). *Preschool appropriate practices: Environment, curriculum, and development*. Cengage: Boston: MA

Carle, E. (2002). *The Art of Eric Carle*. Philomel Books

Compton, M., Thompson, R. (2018). *Story Making: The maker movement approach to literacy for early learners*. Redleaf Press

*Head Start Early Learning Outcomes Framework INTERACTIVE WEBSITE Ages Birth to Five*. (2015).

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

Jackman, H. L. (2012,2009). *Early education curriculum: A child's connection to the world*.5<sup>th</sup> Ed. Clifton Park, NY: Cengage Learning [any edition will work!]

McWilliams, M.S. (2017). *Beyond the flannel board: Story-Retelling strategies across the curriculum*. Redleaf Press

NAEYC. (2015). *Learning about language and literacy in preschool*. Washington DC

NAEYC. [www.naeyc.org](http://www.naeyc.org)

*Storyline Online*. SAG-AFTRA Foundation. <https://storylineonline.net/>

*Read Aloud 15 Minutes*. Read Aloud Org. <https://www.readaloud.org/index.html>

*Teaching Strategies: The Creative Curriculum® for Infants, Toddlers & Twos and*

*Preschool* [Digital] Teacher Resources. <https://teachingstrategies.com/creative-curriculum-cloud/>

The Eric Carle Museum of Picture Book Art. <https://www.carlemuseum.org/> Amherst, MA

M. EQUIPMENT: Tech. Enhanced Classroom / LMS

N. GRADING METHOD: A - F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

Quizzes, Exams, Discussions, Assignments, Cumulative Project

P. DETAILED COURSE OUTLINE:

I. Overview: Literacy Development: Infancy – Preschool

- a. What the Infant Can Do
  - Up to 6 Months
  - 7-9 Months
  - 10-12 Months
- b. What the Teacher Can Provide
- c. Selecting Books for the Infants

II. NAEYC Recommended Infant Books

*Ten Little Fingers and Ten Little Toes*, by Mem Fox. Illus. by Helen Oxenbury  
*Baby Bear, Baby Bear, What Do You See?* by Bill Martin Jr. Illus. by Eric Carle  
*Global Babies*, from Global Fund for Children  
*I Am a Bunny*, by Ole Risom. Illus. by Richard Scarry  
*The Rooster Struts*, by Richard Scarry [1963]  
*Mommies Say Shhh!* by Patricia Polacco  
*Bears*, by Ruth Krauss. Illus. Maurice Sendak  
*Families*, by Rena D. Grossman  
*Peekaboo Bedtime*, by Rachel Isadora  
*Hello, Day!* by Anita Lobel  
*Mother Goose Picture Puzzles*, by Will Hillenbrand  
*My Farm Friends*, by Wendell Minor

III. Overview: Literacy Development: Infancy – Preschool

- a. What the Toddler Can Do
  - By 15 Months
  - By 18 Months
  - By 21 Months
  - By 24 Months
  - By 30 Months
  - By 36 Months
- b. What the Teacher Can Provide
- c. Selecting Books for the Toddler

IV. Toddler Books

*Peek-a-Boo!* By Janet and Alan Ahlberg  
*Maggie's Moon* by Martin Alexander  
*Hush Little Baby* by Alikei  
*Ten, Nine, Eight* by Molly Bang  
*Airplanes* by Byron Barton  
*Goodnight Moon* by Margaret Wise Brown  
*Miffy at the Zoo* by Dick Bruna  
*Dear Zoo* by Rod Campbell  
*1,2,3 to the Zoo* by Eric Carle  
*Jesse Bear, What Will You Wear* by Nancy Carlstrom  
*Ten Black Dots* by Donald Crews

*Do Bears Have Mothers Too?* By Aileen Fisher  
*Trucks* by Gail Gibbons  
*Spot's First Walk* by Eric Hill  
*My Feet Do* by Jean Holzenthaler and George Ancona  
*When I'm Sleepy* by Jane Howard  
*Animal Mothers* by Atsushi Komori  
*Carrot Seed* by Ruth Krauss  
*Ten Bears in My Bed* by Stanley Mack  
*Brown Bear, Brown Bear What Do You See?* By Eric Carle

- V. Overview: Literacy Development: Infancy – Preschool
  - a. What the Preschooler Can Do
    - Age 3
    - Age 4
    - Age 5
  - b. What the Teacher Can Provide
  - c. Selecting Books for the Preschooler
  
- VI. Quality Children's Books
  - a. Caldecott Award
  - b. Newbery Award
  - c. Hans Christian Andersen Medal International
  - d. Reading Association Children's Book Award
  - e. Coretta Scott King Award
  
- VII. Children's Authors:
  - a. Mitsumas Anno
  - b. Jan Brett
  - c. Eric Carle
  - d. Donald Crews
  - e. Tomie dePaola
  - f. Lois Ehlert
  - g. Doug and Audrey Freeman
  - h. Mem Fox
  - i. Eloise Greenfield
  - j. Keven Henkes
  - k. Grace Lin
  - l. Leo Lionni
  - m. Robert McCloskey
  - n. Bill Martin, Jr.
  - o. Maurice Sendack
  - p. Mo Willems
  - q. Vera B. Williams
  - r. Jane Yolen
  
- VIII. Literacy Based Activity Planning
  - a. Goal
  - b. Objective

- c. Planning and Preparation
- d. Steps
- e. Assessment

IX. Literacy Experiences Across the Curriculum

- a. Learning Centers
- b. Playful Engagement
- c. Storytelling vs. Story Reading

X. Curriculum Areas

- a. Science and Discovery
- b. Math and Numbers
- c. Creative Arts Expression [music, movement, dramatic play, art]
- d. Social Studies
- e. Sensory-Tactile Experiences
- f. Small or Large Motor Development
- g. Social-Emotional Competence
- h. Language Arts
- i. Concepts [color, letter, number, shape]

Q. LABORATORY OUTLINE: n/a