SYLLABUS OF COURSE

Course No: Ed 312  
Title of Course: Early Child Curriculum and Instruction

Credit Hours: 2 credits  
Scheduled Class Time: TH  Hours: 4:10-6:00

Instructor: Julie Steuber  
Semester: Fall 2011

Syllabus Outline

a. Course title
b. Course description (should match the University Catalog)
c. Measurable course objectives
d. Methods of assessment linked to each course objective
e. Criteria for assessment that describe how the performances will be judged and ultimately graded.  
Assessment criteria must be clearly specified in a list, paragraph or scoring rubric format. A suggested grading scheme, which includes weighting of assignments, assessments or other measured performances, must be included here as well.
f. Outline of the sequence of topics and content covered in the course.
g. Required materials and other relevant supportive references cited in APA, MLA, or other style appropriate to the discipline.
h. Textbook(s) used
i. Writing and speaking across the curriculum
j. Policy on class attendance
k. Policy on cheating and plagiarism (reference the Institutional Policy on Academic Integrity)
l. Policy on late assignments
m. Policy on missed exams and assignments
n. Office hours
o. Last date for withdrawal (2/3 of semester for courses with unusual start dates or which don’t last 15 weeks)
p. Policy statement for Rehabilitation Act 504

Revised Fall 2002 to reflect requirements of the Undergraduate and Graduate Curriculum Committees and the assessment requirements of NCA.
Ed 312: Early Childhood Curriculum and Instruction – Fall 2011

Credits: 2 credits
Instructor: Julie Steuber, M.A.
Office: TBA
Office Hours: After class and by appointment
Phone: 414-410-4361 Cell: 414-573-1342
Email: jasteuber@stritch.edu
Meeting Times: Thursdays-4:10 p.m. to 6:00 p.m.
Meeting Room:

Ed 312 COURSE DESCRIPTION:
Students will explore and practice the skills needed to provide a developmentally appropriate curriculum for young children. This course includes curriculum design, various curriculum models, methodology, informal assessment and prescriptive instructional planning.

Wisconsin Standards for Teacher Development and licensure connected to Ed 312: Early Childhood Curriculum and Instruction

<table>
<thead>
<tr>
<th>WI Teacher Standards</th>
<th>Course Assessments</th>
</tr>
</thead>
</table>
| WSTS 2: Teacher candidates know how children grow. | -Integrated Unit  
-Developmentally Appropriate Practice Essay |
| WSTS 4: Teacher candidates know how to teach. | -Integrated Unit  
-Chapter Presentation |
| WSTS 5: Teacher candidates communicate well. | -E-mailed Betty Brinn Children’s Museum Reflections |
| WSTS 7: Teacher candidates are able to plan different kinds of lessons. | -Integrated Unit  
-Chapter Presentation |
| WSTS 9: Teacher candidates are able to evaluate themselves. | -Betty Brinn Children’s Museum Tour Guide Experience |
Required Texts:

Required Materials:

<table>
<thead>
<tr>
<th>Document Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wisconsin Model Early Learning Standards.</td>
<td><a href="http://dpi.wi.gov/ec/ecqualhm.html">http://dpi.wi.gov/ec/ecqualhm.html</a></td>
</tr>
<tr>
<td>NAEYC’s position statement on developmentally appropriate practice</td>
<td><a href="http://www.naeyc.org">www.naeyc.org</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.naeyc.org/positionstatements/dap">http://www.naeyc.org/positionstatements/dap</a></td>
</tr>
</tbody>
</table>

COURSE EXPECTATIONS:
- Syllabus is subject to change based on the needs of the class as determined by instructor and students.
- **Attendance** is required. If an absence is necessary, the student shall inform the instructor personally that he/she will be absent before the class. Based on the UG department policy, missing three (3) classes in this course may result in an automatic drop. One absence will be considered excused when the student informs the instructor that he/she will be absent before class. Two (2) absences may affect final grade. **Students are responsible for securing lecture notes, assignments and/or handouts.** Late assignments will be marked down; although students may be granted an extension if it is requested and circumstances warrant an extension. **Tardiness:** You are expected to arrive at class on time and remain for the duration. Four tardies or early departures are considered equal to one absence.
- Assignment completion is assumed. To receive a passing grade on assignments, candidates must have submitted all work by the due date, demonstrate insightful reflection and accurate interpretation, and follow assignment guidelines. Requests for extensions must be made in advance of the due date. If an extension is granted based on individual circumstances, requirements must be met no later than the date grades are due to the registrar.
- Revisions of assignments (when applicable) are due up to 2 weeks after original due date. At that time a final grade will be earned. Submitted work must clearly identify all revisions by change of font, text color or by being highlighted.
- Because research has documented that the relationship between adults in a school building directly influence student outcomes, a variety of teaching methods that stress both individual and group efforts will be utilized. Team building and group dynamics will be practiced and assessed in collegial groups. Teaching is both an art and a science. Therefore, the process is as important as the products.

POLICY NOTES:
- Cardinal Stritch University and the instructor wish to positively affirm the intent of the Americans with Disabilities Act. Any person enrolling in this course who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the instructor so that the appropriate arrangements can be made.
- Academic Integrity: Students are referred to the Student Handbook for the policy on academic integrity and specifically the policy on material that is plagiarized from the Internet or other students.
- Last date for withdrawal is **November 4, 2011.** You must notify the Business Office in writing if you withdraw from this course (also, notify the instructor). Refer to the Student Handbook for correct information regarding the withdrawal procedure.
Ed 312 Course Assignments and Grading Scheme

**Topic Response – Developmentally Appropriate Practice (DAP) Essay** (20% of grade)
After reading the material regarding DAP and engaging in classroom discussions which will include some of the resistance factors, as well as special education methods and strategies used in early childhood, write and support (defend) your own philosophy of teaching young children. 1-2 pages

**Topic Response - Betty Brinn Children’s Museum** (20% of grade)
The students will have the opportunity to participate in a field trip to the Betty Brinn Children’s Museum. After attending the museum, please e-mail a Quick Thought to the instructor and write a 1-2 page response to the following prompt: “What does the Betty Brinn Children’s Museum have to do with curriculum?” including at least five observed hands on/age appropriate activities.

**Chapter Presentation** (30% of grade)
Each student will develop a creative and engaging classroom presentation. During the scheduled time, information will be delivered and the class will engage in an activity synthesizing the information from the chapter as well as five additional resources.

**Integrated Unit** (30% of grade)
The Integrated Unit is designed to be delivered over a 1-2 week period. Lesson plans and activities must integrate a variety of subjects on a particular topic/theme. The purpose of the integrated unit is to provide the teacher candidate with a collection of lessons and ideas on a particular topic/theme that may be accessed easily during student teaching and eventually during in-service teaching.

The above assignments will be evaluated using a 4-point rubric. The final course grade will be determined by combining final scores from each of the graded assignments. All assignments are equally weighted. Letter grades will be assigned using the following:

**Grading Scale:**

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## Tentative Schedule of Topics

<table>
<thead>
<tr>
<th>Class #</th>
<th>Ed 312 Topic</th>
<th>Related Assessment</th>
<th>Class Readings Due</th>
</tr>
</thead>
</table>
| 1.Sept. 1 | Introductions  
Course Overview  
Wisconsin Model Early Learning Standards  
Developmentally appropriated practice/NAEYC | Print: Wisconsin Model Early Learning Standards | DAP/NAEYC           |
| 2.Sept. 8 | How children learn and develop - Chapter 1                                   |                         |                    |
| 3. Sept. 15 | The learning environment - Chapter 2                                      | Due: DAP Response       |                    |
| 4. Sept. 22 | What children learn - Chapter 3                                               |                         |                    |
| 5. Sept. 29 | Betty Brins childrens Museums – visit                                  |                         | NO CLASS           |
| 6. Oct. 6 | The teachers role - Chapter 4  
Assign Chapter Presentation |                         | Chapter 4          |
| 7. Oct. 13 | The Family Role - Chapter 5  
Assign Unit Presentation                                                     | Due: Betty Brinn Response | Chapter 5          |
| 8. Oct. 20 | Chapter/Unit work day in library                                             |                         | Your assigned chapter |
| 9. Oct. 27 | Chapter presentations (3 groups)                                             | Due: Chapter Assignment | Rdg. Assignments based on the groups presenting |
| 10. Nov 3 | Chapter presentations (3 groups)                                             | Due: Chapter Assignment | Rdg. Assignments based on the groups presenting |
| 11. Nov. 10 | Chapter presentations (3 groups)                                            | Due: Chapter Assignment | Rdg. Assignments based on the groups presenting |
| 12. Nov. 17 | Unit Presentations (3 groups)                                                |                         |                    |

**Thanksgiving Break**

| 13. Dec. 1 | Unit presentations (3 groups)                                            | Due: Each Students integrated unit is due today |                    |
| 14. Dec. 8 | Unit Presentations (3 groups)  
Sharing Reflection/Final words  
Class evaluations |                         |                    |
Topic Response – Developmentally Appropriate Practice Essay

Name: ___________________________________ Date: ___________________

It is important for teachers to be able to read, process, and comment on educational literature. After reading the material regarding DAP and engaging in classroom discussions which will include some of the resistance factors, as well as special education methods and strategies used in early childhood, each teacher candidate will write and support (defend) their own philosophy of teaching young children. 1-2 pages that addresses the following questions: What does developmentally appropriate practice look like in the Early Childhood classroom? What is your philosophy of teaching young children?

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<tr>
<td>Summary</td>
<td>DAP is summarized in an efficient and reasonable manner that evidences clear and nuanced understanding of DAP.</td>
<td>DAP is summarized in an efficient and reasonable manner.</td>
<td>DAP is summarized but summary is missing some important information.</td>
<td>DAP is not summarized or summary is missing significant amounts of important information.</td>
</tr>
<tr>
<td>Teacher candidate’s Opinion</td>
<td>Teacher candidate accurately stated/defended their opinion and shared numerous insightful comments about the issue.</td>
<td>Teacher candidate accurately stated and defended their opinion and shared reasonable comments about the issue.</td>
<td>Teacher candidate stated/defended their opinion about DAP, but failed to include important information about the issue.</td>
<td>Teacher candidate failed to state/defend their opinion or did so in an unreasonable and inaccurate manner.</td>
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Total Points: _______ Average (Total ÷ 3) _______ Grade: _________
Topic Response - Betty Brinn Children’s Museum

The students will have the opportunity to participate in a field trip to the Betty Brinn Children’s Museum. After attending the museum, please e-mail a Quick Thought Response (3-5 sentences describing their first impressions of the museum) and write a 1-2 page response to the following prompt: “What does the Betty Brinn Children’s Museum have to do with curriculum?” and describe at least five hands on/age appropriate activities you observed to support your response (What were the activities? How were the children engaged in the activity?).

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<td>Quick Thought-</td>
<td>Quick Thought is reasonable, turned in within 48 hours, and complete.</td>
<td>Quick Thought is reasonable and turned in within 48 hours.</td>
<td>Quick Thought is not complete or late.</td>
<td>Quick Thought is missing.</td>
</tr>
<tr>
<td>Observation comments-included in paper</td>
<td>Observation comments contain a brief written description of at least five different hands on/age appropriate activities observed.</td>
<td>Observation comments contain a brief written description of at least four different hands on/age appropriate activities observed.</td>
<td>Observation comments contain a brief written description of at least three different hands on/age appropriate activities observed.</td>
<td>Observation comments contain a brief written description of two or fewer hands on/age appropriate activities observed.</td>
</tr>
<tr>
<td>Writing Conventions-</td>
<td>Excellent writing with sophisticated and professional word choice, no or very minor grammatical errors. Complied with APA conventions.</td>
<td>Well written, clear and appropriate word choice, minor grammatical errors. Complied with APA conventions.</td>
<td>Adequately written, but some vague or inappropriate word choice or some significant grammatical errors. Mostly complied with APA conventions.</td>
<td>Needs proofreading and/or inappropriate word choice throughout and/or grammatical errors that interfere with ability to read the reflection. APA conventions ignored.</td>
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Total Points: _______  Average (Total ÷ 4) ________  Grade: _________
Chapter Presentations:
*You will present in pairs.
*Time Requirement: (TBA).

1. Introduction
   Required discussion topics:
   Development: How (area/center) promotes development.
   Environment: What is the environment look like? What would we see if we walked into your classroom?
   Teacher: What is the role of the teacher in supporting this learning area/center?
   Suggested additional possible discussion topics to share:
   Extending Learning-modifications? Integrated curriculum?
   Parental Support-How can parents support learning? What resources could you provide for parents to support learning that is occurring in the classroom?

2. Required Activity- in class, whole class participation, one activity.

3. Required Resources- provide 5 or more additional resources cited; for example, internet websites, journals, newspaper articles, books, videos, magazines. Resources can be student, teacher, or parent centered. After you list the resource, write one or two sentences describing the benefits of the citation. Use APA Style. An APA citation guide can be found on the library website under Writing.

4. Required Handout- one handout for each person in class. The hand out should address/summarize the following: Development, Environment, and Teacher support, activities, and a list of at least 5 additional resources. The hand out is a summary/quick reference for students in class.

Past classes have shown pictures, video clips, power points, taught their chapter lecture style, created a poster board, set up their activities as centers in the classroom or had the class participate in the activities as a whole group....the creativity is up to you.
# Chapter Presentation Rubric

**Name:** ____________________________________________________  **Date:** ___________________

**Class:** ____________________  **Chapter Title:** ____________________________________________________

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<tr>
<td><strong>Content</strong></td>
<td>Information clearly related to subject matter; points are clearly made and all evidence supports the content. Five or more additional resources were included.</td>
<td>Sufficient information that relates to subject matter; many good points made but not always supporting content. Three to four resources were included.</td>
<td>There is a great deal of information that is not clearly connected to the subject matter. One to two resources were included.</td>
<td>Information does not support subject matter in any way. No additional resources were added.</td>
</tr>
<tr>
<td><strong>Coherence and Organization</strong></td>
<td>Chapter information is clearly stated and developed; specific examples are appropriate and clearly developed; transitions are succinct; conclusion is clear.</td>
<td>Most information presented in logical sequence; generally very well organized but better transitions from idea to idea and medium to medium needed.</td>
<td>Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy.</td>
<td>There is no development of appropriate chapter information; presentation is choppy and disjointed with no apparent order.</td>
</tr>
<tr>
<td><strong>Material</strong></td>
<td>Balanced use of multimedia materials; properly used to develop chapter information; use of media is varied and appropriate.</td>
<td>Use of multimedia not as varied and not as well connected to chapter information.</td>
<td>Choppy use of multimedia materials; lacks smooth transition from one medium to another; multimedia not clearly connected to chapter information.</td>
<td>No multimedia used or ineffective use of multimedia; imbalance in use of materials—too much of one, not enough of another.</td>
</tr>
<tr>
<td><strong>Speaking Skills</strong></td>
<td>Poised, clear articulation; proper volume; steady rate; good posture and eye contact; confidence.</td>
<td>Clear articulation but not as polished, voice not easily heard at times.</td>
<td>Some problems with enunciation of words; little eye contact; voice volume is erratic; little or no expression.</td>
<td>Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested.</td>
</tr>
<tr>
<td><strong>Audience Response</strong></td>
<td>Involved the audience in the presentation; points made in creative way; held the audience's attention throughout. Engaging activity appropriate for the chapter and linked to the chapter.</td>
<td>Presented facts with some interesting &quot;twists&quot;; held the audience's attention most of the time. Engaging activity appropriate for the chapter and linked to the chapter.</td>
<td>Some related facts but went off topic and lost the audience; mostly presented facts with little or no imagination. Activity presented, but not clearly linked to the chapter.</td>
<td>Incoherent; audience lost interest and could not determine the point of the presentation. Activity missing.</td>
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**Total Points:** ________  **Average (Total ÷ 5):** ________  **Grade:** ________
Unit Plan Instructions

The Unit is designed to be delivered over a 1-2 week period. Lesson plans and activities must integrate a variety of subjects on a particular topic/theme.

You will work on this in pairs.

Requirements:
- Title Page: (title of your integrated unit, name, course, date)
- Table of Contents: (organize your integrated unit however you choose)
- Thematic Web: (can use kidspiration) brainstorm by subject, vocabulary, or topics related to unit.
- Daily schedule/Calendar: (5-10 day learning plan)
  1. Describe time allotment for each daily activity
  2. Describe briefly each daily activity in short paragraph form.
     - Provide evidence of your intention to use differentiation, adaptations modifications MI learning styles etc. within the daily activities. (at least one time)
     - Provide evidence of your intention to integrate technology, literature, OR authentic assessment within the daily activities. (at least one time)
     - Provide evidence of your intention to use and knowledge of authentic assessment designs; checklists, anecdotal notes, paper pencil tests, performance assessments. Can be narrative explanation, does not have to be actual assessment. (at least one time)
     - Worksheets: attach additional worksheets necessary for the unit.
- One Lesson: (PER PERSON)
  - One Full lesson Plan demonstrating the use of Wisconsin Academic Standards or Wisconsin Academic Early Learning Standards (use the undergraduate lesson plan format)
  - Assessment: create an assessment that goes along with your lesson and describe the assessment in the summative section of the lesson plan.

Presentation:
- Handout-one page, one copy for each person in class
- Activity- (PER PERSON) Select one activity (mini lesson) from your unit to teach the class. Bring in all necessary items.
Website Resources:

**Family Fun Websites:**

http://www.crayola.com/
coloring activities and arts and crafts
http://www.kraftfoods.com/jello/
fun recipes and recommended websites

http://www.scholastic.com/
information about books and activities
http://www.eric-carle.com/home.html
childrens author
http://www.janbrett.com/
childrens author
http://www.judyblume.com/menu-main.html
chapter book author
http://cslewis.drzeus.net/
The Lion, the witch and the wardrobe author
http://webpages.marshall.edu/~irby1/laura/frames.html
author of Little House in the Big Woods

**Teacher resources/Technology tutorial:**

http://movies.atomiclearning.com/k12/home
Windows tutorial series
http://www.microsoft.com/Education/Tutorials.mspx
Microsoft product and technology tutorials

**Kindergarten Thematic Units:**

http://www.theteachersroom.com/thematic_units.htm
http://www.salem.k12.va.us/south/gradelevels/kindergarten/kinder_units.htm
http://www.kinderkonnect.com/units.htm
http://www.okaloosa.k12.fl.us/technology/training/tools/elem/k-2.htm
http://www.kinderthematics.com/
http://www.angelfire.com/la/kinderthemes/
http://www.funlessonplans.com/index.htm
The Integrated Unit is designed to be delivered over a 1-2 week period. Lesson plans and activities must integrate a variety of subjects on a particular topic/theme. The purpose of the integrated unit is to provide the teacher candidate with a collection of lessons and ideas on a particular topic/theme that may be accessed easily during student teaching and eventually during in-service teaching. The Integrated Unit also serves as evidence that you met the requirements for Ed 312.

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<tr>
<td>Audience engagement</td>
<td>Audience is meaningfully involved, questions addressed.</td>
<td>Audience is involved, questions addressed.</td>
<td>Audience is somewhat involved, questions addressed.</td>
<td>Audience is minimally involved, questions are poorly addressed.</td>
</tr>
<tr>
<td>Professional Handout</td>
<td>Handout is professional, practical, and contains teacher friendly information.</td>
<td>Handout is professional, practical, and contains teacher friendly information.</td>
<td>Handout is practical, and contains teacher friendly information.</td>
<td>Handout is limited in its usefulness.</td>
</tr>
<tr>
<td>Daily Schedule/Calendar</td>
<td>Inclusions of differentiation, technology, and authentic assessment provide evidence of developing competencies and dispositions in pedagogy and/or content. Inclusions are meaningfully and appropriately selected.</td>
<td>Most inclusions of differentiation, technology, and authentic assessment provide evidence of developing competencies and dispositions in pedagogy and/or content. Most inclusions are meaningfully and appropriately selected.</td>
<td>Some inclusions of differentiation, technology, and authentic assessment provide evidence of developing competencies and dispositions in pedagogy and/or content. Limited number of inclusions.</td>
<td>Few inclusions of differentiation, technology, and authentic assessment provide evidence of developing competencies and dispositions in pedagogy or content. Limited number of inclusions.</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>Excellent lesson plan that contains all of the lesson plan elements and an appropriate formative or summative assessment has been created for the lesson.</td>
<td>Well written lesson plan that contains all of the lesson plan elements and an appropriate formative summative assessment has been created for the lesson.</td>
<td>Adequately written lesson plan that may be missing some of the lesson plan elements and a formative or summative assessment is missing or incomplete for the lesson.</td>
<td>Lesson plan needs improvement, the lesson is too vague or missing lesson plan elements. A formative or summative assessment is missing or incomplete.</td>
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Total Points: _______ Average (Total ÷ 5) _______ Grade: _______
Dr Seuss: Thematic Unit-Handout
By (Name)

Books to Use:
- The Cat in the Hat
- Dr. Seuss’s ABC
- Green Eggs and Ham
- One fish, Two fish, Red fish, Blue fish
- Really any Dr. Seuss book will work

Websites to Visit:
- [http://www.hubbardscupboard.org/dr__seuss.html](http://www.hubbardscupboard.org/dr__seuss.html) – This is a good website to visit for ideas specifically with the cat in the hat but other Dr. Seuss books too.
- [http://seussville.com/main.php?section=home&isbn=&catalogID=&eventID=](http://seussville.com/main.php?section=home&isbn=&catalogID=&eventID=) – This is the official Dr. Seuss site. There are songs, worksheets, online games, and good information on Dr. Seuss’s work.
- [http://atozteacherstuff.com/Themes/Dr__Seuss/](http://atozteacherstuff.com/Themes/Dr__Seuss/) – With this website you can find a lot of additional resources to use about Dr. Seuss

The Best Activities to Use:
- “236 Words”: This activity is from the Dr. Seuss website. The Cat in the Hat was created in only 236 words, so with this activity you can cut out the individual words and then create your own story.
- Making Hats: For this you really just need paper and access to a computer to print a trace of the cat’s face and hat from the The Cat in the Hat. This is a fun art activity which will encourage fine motor skills as children cut out their cat and hat.
- Green Eggs and Ham: Making green eggs and ham. It’s not only cooking but math too. Encourage children to follow a recipe which will also increase reading skills and new vocabulary.
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Additional pages contain worksheets and activity sheets to use with Dr. Seuss thematic unit
Thematic Web: Dr. Seuss

English/Language Arts
• Include books such as *The Cat in the Hat*, *Dr. Seuss’s ABC*, *One Fish, Two Fish, Red Fish, Blue Fish*
• For a focus on phonics activity, use any book and pick rhyming words to emphasize words families with the same ending sounds

Writing
• Have students use ABC book to work on uppercase and lowercase letters. They can do writing activities with the different letters.

Science
• While reading *One Fish, Two Fish, Red Fish, Blue Fish* do an activity with observing how real goldfish look and act. To combine with math, you can create a Venn diagram of similarities and differences in how goldfish look and act.
• Use Dr. Seuss’s creative characters to study new animals. You could talk about how his characters are made up, but how we could research animals that are different and unique too.
• [http://www.seussville.com/university/science/](http://www.seussville.com/university/science/) This is an online science game about comparing animals.

Math
• Graphing activities. Goldfish cracker graph of which colors are the most
• With *Green Eggs and Ham* you could do a yum/yuck chart and see how many people like or dislike the food.
• [http://www.seussville.com/university/math/](http://www.seussville.com/university/math/) Another online game by Seussville University – can be used to practice counting

Cooking
• Making Green Eggs and Ham – Students can get involved by helping crack eggs and reading recipe cards to you

Music
• Have students create tunes and they can sing their favorite Dr. Seuss books

Art
• Create the cat in the hat
• Design your own Dr. Seuss world

Physical Development
• Use finger play games to increase fine motor skills

Social Emotional
• Students can do a lot of group work with Dr. Seuss to help increase their emotional skills.
• Dr. Seuss’s book have positive themes that encourage self confidence

Daily Schedule/Calendar
Day One
• Read The Cat in the Hat (30 minutes)
  o Before starting the book, ask students to talk about what they would want to do on a rainy day. Have students say what they do when they are stuck inside and compare with other students. After reading the book, ask students to talk about how their ideas were different than what happens to the characters in the book.
• Make Hats (60 minutes)
  o This is a fun art activity for children to do after reading The Cat in the Hat. All that is needed is:
    ▪ 3 1/2 inches by 1 1/2 inches black (to cut whiskers)
    ▪ 1 inch by 1 inch black (to cut a circle nose)
    ▪ http://www.hubbardscupboard.org/Cat_in_the_Hat_Hat_Printable.PDF (this link contains the hat portion that just needs to be printed for each child, and then colored in with red/white stripes)
    ▪ http://www.hubbardscupboard.org/Cat_in_the_Hat_Tracers.PDF (this is the face portion for the Cat)
• A classic in 236 words (90 minutes)
  o This is an activity from Dr. Seuss’s website. The Cat in the Hat was written using only 236 words. This page contains all 236 words. A fun activity to do with students is to have them cut out the 236 words, and then use them to create their own story. Before having them do this, you should talk about rhyming words and what they sound like, and also talk about word families that end the same. I would give children a long time to just work on this and create stories they like. When they created one they liked, I would have them glue the words
in order on tag board, making as many pages as they need, and then have them illustrate the story that they wrote. I would then have them share the story with their classmates. This would also work in groups.

Day Two
- “Cats and Hats” companion rhyme (60 minutes)
  o *Introduce the rhyme:* Begin by teaching the rhyme orally as a finger play. Then, introduce the word chart and have students join in the reading by echo reading.

  1 cat on a sunny day put on his hat and went out to play
  2 cats when the sky was blue put on their hats and went to the zoo
  3 cats on a rainy day put on their hats, but had to stay
  4 cats when the snow came down put on their hats and went to town
  5 cats on a windy day put on their hats and blew away

- Math Activity with counting cats and hats (60 minutes)
  o We will focus on writing the symbol for the number. The worksheets are based on the above companion poem to *The Cat in the Hat*. I would encourage students to count the pictures of the cats, and then count the hats too to double check and then write the number symbol. After they had mastered writing the symbol for the number, I would branch out into how to spell the numbers. We would start with one and work through five. I would make these spelling words for the week.

Day Three
- Read *Dr. Seuss’s ABC* (60 minutes)
  o Read once for fun
  o On the second reading, have students add other words that start with each letter.

- Do activity with ABC order worksheets (30 minutes)
  o Have students work in teams to see how quickly they can arrange their packet of letters in the correct ABC order.
  o When the alphabet is in the correct order, have students sing the alphabet song, and point to each letter as they say it. While the children are singing the alphabet and pointing to their letters, I will go around and observe whether or not they have mastered the alphabet, and have mastered being able to say the letter and identify the symbol for the letter. To do this, I would take anecdotal notes.

- Uppercase/Lowercase Letters (30 minutes)
  o Using the printouts of the letters from the ABC order, have students spread out the letters in mixed order face down. Then have them add the 26 letters in lowercase. They will play a match game to match the uppercase to the lowercase letter.

- Practicing Writing (60 minutes)
  o To practice letter writing, students will look at the Dr. Seuss ABC worksheet, and in the boxes to the right they will write the letters. This will just be a practice of uppercase letters to start. After the child has written their letter, they will look through magazines and find a picture of a word that begins with the letter they are writing. This worksheet would be turned in and evaluated to see if students are not only writing the letters correctly, but also to see if they were able to find pictures that correspond correctly to each letter.
Day Four

- **Read One Fish, Two Fish, Red Fish, Blue Fish (60 minutes)**
  - After reading the book, we will talk about the patterns in the book. In the book they use opposites. With the class, talk about opposites, and what the word opposite means. I would have the students create a chart with words from the text. One side would say for example, fast, the other side slow. I would have copied the pictures from the book cut out, and we would past the picture of the fast animal under the word fast, and the picture of the slow animal on the slow side. Then we would talk about what animals in real life are considered fast, and which animals would be slow. We would then write those suggestions on our chart. After doing fast and slow, we would pick another set of opposites to do.

- **Graphing Activity with Colored Goldfish Crackers (60 minutes)**
  - For this activity, I would give the students each a bag of colored goldfish crackers. With that we will do a graphing activity of how many goldfish of each color there are. Each child will have a graph worksheet so they can mark how many of each color they have. After they fill out their own worksheet, we would do a class graph on large paper upfront. We would add how many of each color we had in the total class.
  - After doing the graphing activity, I would have the students do an addition worksheet. Students would only have one problem and they would be asked to both write the number and then draw the amount of goldfish there are.

Day Five

- **Ending Sounds in One Fish, Two Fish, Red Fish, Blue Fish (60 minutes)**
  - There are five popular ending phonograms in the book, “-ad, -op, -ish, -ink, -ump”. The lesson would require a rereading of the book, I would have students listen to the text and focus on the ending phonograms listed above. After reading the text, we would talk about what sounds we heard with the phonograms as above. Then we would do a large group activity, which would be a poster with scattered words, and the students would be asked to come up in partners and find two words with the “-ad” ending and circle them in blue. Then the other partners would do the other endings, always circling in other colors. Working in partners for this will help with social emotional skills, encouraging students to understand their partner and work in a respectful way.

- **Science time observing the class goldfish**
  - After reading Dr. Seuss’s book, we will observe the goldfish in our science/discovery center. Children will make observations on the goldfish in the center, seeing how they are different from the goldfish that Dr. Seuss creates for his book. To combine science and math, after children share their comparisons, I would create a Venn diagram. On one circle you would have the real goldfish, on the other you would have the Dr. Seuss goldfish, and where they intersect in the center, we would have the ways they are the same.

Day Six

- **Read Green Eggs and Ham (60 minutes)**
  - This final day would be the culmination of all our work with Dr. Seuss. I would make green eggs and ham with the class. We would do a Yum/Yuck chart on the board to
mark who likes the green eggs and ham and who does not like it. We would make our own green eggs and ham book.

- Dr. Seuss Favorites (30 minutes)
  - We will create a class bar graph of what is everyone’s favorite book. Students will vote on the books and we will count whoever likes which book and then graph it for all to see. This can hang on the wall so that when you move onto a new author, you can do the same thing.

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### I. Readiness

**Title of Lesson:** Common Phonograms in *One Fish, Two Fish, Red Fish, Blue Fish*

**Grade Level:** K5

**State Standard:**

A.4.1 Use effective reading strategies to achieve their purposes in reading.
  - Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying their knowledge of letter-sound relationships, and analyzing word structures
  - Demonstrate phonemic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text
  - Early Childhood Standard: B.El.6 Views self as a teacher/learner

**Learning Objectives:**

- The learner will be able to identify the five common phonograms in the text
- The learner will demonstrate their understanding of the phonograms by pronouncing new words with the same phonograms.
- The learner will work with a group effectively and show respect for their ideas

**Summative Assessment:**

- Students will complete a worksheet on identifying words with common phonograms.

**Materials:**

- The book *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss.
- Large chart paper with the 5 phonograms written on top.
- Markers
- Worksheet on identifying different words with the same phonograms

**Student Readiness**

**Engagement Strategy:**

- Each student will be handed a large drawing of one of the characters we see in Dr. Seuss’s *One Fish, Two Fish, Red Fish, Blue Fish* with a phrase written on it. For example, someone will get the picture of the yellow fish and it will say, “Some are glad”.
- All of the students will have words that end with the phonogram’s –ad, -op-, -ish, -ink, -ump.
- I will tell the students that we are looking at ending letters today and that I will give them two minutes to find other people in the class who have the same ending letters. I will have the large chart board up front with the five categories. The students will find their group by going up to the chart that has the right ending phonogram and tape their picture to the board. The group that evolves from this will be the groups they work in later.

**Statement of Purpose:**

“So now we know some of the words that end with the letters –ad, -op-, -ish, -ink, and –ump. Today we are going to read *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss and I want you to...
listen carefully for more words that end in (point and say each phonogram on chart). After we read the story we will list the words we hear.

**Input:**

**Instruction:**
- Ask students if they have heard the story before or if they have ever read Dr. Seuss before.
- Use what they say to talk about how Dr. Seuss uses a lot of words with the same ending sounds and that is what we will listen for today.
- Discuss the cover of the book with students and ask them what they think the book will be about.

**Modeling:**
- Read title to students.
- Stop and say “Fish, fish ends with the letters –ish, so that will be a word I want to remember for later”
- Continue reading story.

**Formative Assessment:**
- On page four, ask students if the word sad is one that we need to remember, have students do thumbs up for yes, thumbs down for no, and thumbs sideways for they are not sure
- Stop on page 21, and ask students about the word stick, again do thumbs up, thumbs down, thumbs sideways to check for understanding

**Guided Practice:**
- Have students sit with their groups from earlier. Ask each group to give a word from the book that matches the ending that they were given initially.
- To get them started they can say some of the words that they were given on their picture
- Allow groups a copy of the book to look through to help get them started on words with their particular sound
- Each group will be asked to come up with two more words that end with their sound

**Summative Assessment:**
- Students will complete a worksheet. The worksheet will have words scattered all over it. Children will be asked to circle words ending the same sounds. They will be identifying some of the same phonograms and some new ones as well.

**Closure:** The students ticket out the door at the end of the day will be they have to write two words with two ending sounds that are the same on a piece of paper. The words can not have the same ending sound as the one that the child worked on earlier.
GOLDFISH ADDITION PROBLEM
PLEASE WRITE THE NUMBER AND DRAW THE AMOUNT OF FISHES IN THE CORRECT COLORS.

2 YELLOW GOLDFISH + 1 RED GOLDFISH =

NUMBER

PICTURE
Additional Worksheets can be found at these Websites:

   (the cat in the hat activity)
   This is the official Dr. Seuss website. You can find games online or printable worksheets. They have a section on the 236 words activity.
   In general this website always has good information. It is easy to use and they have free worksheets to print and help teachers.