



ArmchairEdClockHours
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Overview:

ArmchairEdClockHours.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics. The program has been operating since Fall, 2000, and has provided continuing education to hundreds of educators.

Course Goals and Objectives:

As a result of these courses, the student will be able to:

1. Create a play-based, literacy-rich classroom community
2. Promote constructive learning through inquiry
3. Identify and utilize appropriate instructional goals for preschoolers
4. Utilize an array of literacy activities to support emergent readers and writers

The following published books are currently being used as texts for the ArmchairEdClockHours course:

Literacy Beginnings

Fountas, I. C., & Pinnell, G. S. (2021). *Literacy beginnings: A prekindergarten handbook, Third Edition*. Heinemann.

This course is rich and comprehensive, with practical insights to the frontier of early literacy. Grounded in research and extensive experience in prekindergarten classrooms the course demonstrates how to:

- Create a classroom community that is play-based, and prepares children for the literacy-rich world in which they live
- Promote constructive learning through inquiry
- Recognize the language and literacy behaviors and understandings that are appropriate instructional goals for preschoolers
- Use powerful and playful ways to guide children to learn about letters, sounds, and words
- Support emergent readers and writers through an array of literacy activities.

This comprehensive course is full of practical resources such as familiar children's songs, rhymes, and poems and related activities; theme-based text sets and book lists; inquiry projects; and thirty-five simple, generative lessons that support children in their discovery and exploration of language, reading, and writing. It also includes the prekindergarten continuum, which describes the trajectory of literacy learning and development of competencies for these young, emerging readers and writers.

Credit Options: The course will be offered for fifty clock hours. The fifty-clock hour course will include 50 multiple-choice questions and three required essays.



Grading Rubric:

Pass/Fail: Coursework must be passed with 70% criterion. All coursework must be completed.

Three essays required:

Option 1: Read through the *Circle Games to Create Community* on page 31 in the text. Select three of the activities that you have never tried before. In your essay, describe about your selections and your reasons for choosing those activities. After using them with your students, summarize the essay talking about the usefulness of the ones you chose.

Option 2: Reread *Using Weekly Newsletters* on page 66 of the text. Create a newsletter to send to your parents. In your essay talk about creating the newsletter: the topics you included, the reason for selecting them, any lists or reminders that you chose to include; anything else that you specifically felt would be important for the parents. Include the newsletter with your essay

Option 3: Create a lesson plan for an interactive read-aloud. Reread Chapter 11, pages 113-123 in the text. Select the book you will read by considering the characteristics laid out in pages 116-117. Your lesson plan will be the main body of the essay, but summarize the essay with a description of your students' participation and enjoyment.

Option 4: Choose one of the *Inquiry Projects* to do with your class. In your essay, discuss the reason for your choice before describing the interest and learning the students take away from the project.

Option 5: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

Action Research

Extended learning, including research and developed activities

Compare/contrast your current education practice to that of the text

Create forms or systems for use in your classroom including assessment tools

Plan an 'event', meeting or other pertinent program and report/reflect on it

Essay scoring rubric:

Three essays required

Two essays, two to three pages per essay

One essay, four to five pages

Single spaced, 10 to 12 size font

Use of introduction and summary statement (even when a unit is developed)

Demonstration of grammar, spelling and writing skill

- You must order and pay for this course before starting.
- Submit all coursework at the same time.
- All essays must be fully completed and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required.