COURSE TITLE:  EXPLORING BOOKS FOR K-2 GRADERS

NO. OF CREDITS:  3 QUARTER CREDITS
[semester equivalent = 2.00 credits]  WA CLOCK HRS:  30
OREGON PDUs:  30

INSTRUCTORS:  DEBBIE BURNS, M.Ed.  CINDY BEATTY, B.A.
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burnsdebbie@hotmail.com

COURSE DESCRIPTION:
Enhance your curriculum with over 100 exciting book activities that will motivate your students to become authors, illustrators, and story tellers. Book activities will include a variety of big books, poetry books, rebus books, and many more. You will take back to your classroom a complete resource book which includes a 'Cat and Mice Theme', over 100 printed book samples ready for your students to construct and illustrate. You will explore center ideas for you and your students related to excellent literature. This class will give your reading and writing class an extra lift. This class is suggested for K-2nd grade teachers, special reading teachers, and librarians.
The materials fee for the video and the resource packets will be $25.00.

LEARNING OUTCOMES:
As a result of taking this course, participants will learn:
1. To relate to their students a variety of book activities.
2. How to use rotational stations as part of a literature and writing program-
3. How to organize materials so they are easily obtained for instruction.
4. When to use book activities.
5. How to integrate curriculum using a cat and mice theme.
7. How to fit it all into a daily schedule.

COURSE REQUIREMENTS:
Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:
Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant’s their choice of 30 Washington State Clock Hours or 30 Oregon PDUs. The Heritage Institute is an approved provider of Washington State Clock Hours and Oregon PDUs.
UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT
Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)
Antioch University Seattle (AUS) Continuing Education (CE) Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a “C” or better, 500 level credit is equal to a “B” or better. This information is on the back of the transcript.

AUS CE quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

NOTES:
• You may work collaboratively with other teachers and submit joint assignments on all but the final Integration Paper, which must be individually authored and submitted.
• Alternatives to written assignments (video or audio tape, photo collage, a collection of products, letters to editor, brochure and Web pages) may be submitted as substitute assignments with the instructor’s prior approval.
• To maintain privacy, please do not refer to students in your papers by their actual names, but rather use an alias or designation such as “Student A.”

REQUIRED TEXT
Required reading consists of:
• All resource packets.
• Teaching With Cats & Mice.
• Literature Activities

MATERIALS FEE:
• $25.00 materials fee payable to Debbie Bums covers the cost of the video, resource packets and postage.

HEADING REQUIRED FOR ALL ASSIGNMENTS
A heading is required; please use the following format.
Your Name: Instructor Name:
Course Number: Course Name:
Date: Level: Clock/ PDU/ Credit (400 or 500)
Assignment #: 
ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:
View the video making notes of the points made in the film that are relevant to what you want to convey to students. Make a brief summary of those points.
Send to instructor: burnsdebbie@hotmail.com, Subject line to read ‘Books K-2 #1’.

Assignment #2:
View all the resource packets.

Assignment #3:
Review the above. Write a 2-3 page paper summarizing:
- Your key learning from the materials previewed
- An overall strategy of how you could incorporate the materials into your classroom teaching.
Send to instructor: burnsdebbie@hotmail.com, Subject line to read ‘Books K-2 #3’.

Assignment #4:
Choose a favorite children’s author. (Example: Eric Carle.) Read 5-10 books written by the author of your choice. Write a 2-3 page summary of how you could use these books to create writing ideas, book samples, or a mini-themed study.
Send to instructor: burnsdebbie@hotmail.com, Subject line to read ‘Books K-2 #4’.

Assignment #5:
Conduct additional reading on Integrated Thematic Instruction for K-3rd grades. Create a mind-map of potential obstacles you might face when incorporating thematic teaching into your curriculum and generate at least one possible solution to each obstacle.
Send to instructor: burnsdebbie@hotmail.com, Subject line to read ‘Books K-2 #5’.

Assignment #6:
Review a minimum of three websites on Integrated Thematic Instruction for Elementary students.
- What similarities did you notice between these websites?
- Choose one website and share a one page summary of its contents.
Send to instructor: burnsdebbie@hotmail.com, Subject line to read ‘Books K-2 #6’.

This completes the assignments required for Hours.

Continue to the next section for additional assignments required for University Quarter Credit
ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION
In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility. (They will often be glad to sponsor community-based learning.) Or with students in another teacher’s summer classroom in session.

Assignment #7: (Required for 400 and 500 Level)
Make ten book covers. You may choose any of the patterns in your resource packet or create your own. Submit photos or brief descriptions to the instructor.
Send to instructor: burnsdebbie@hotmail.com, Subject line to read ‘Books K-2 #7’.

Assignment #8: (Required for 400 and 500 Level)
Make your 5 graphs for the mice and cat theme. Submit photos or brief descriptions to the instructor.
Send to instructor: burnsdebbie@hotmail.com, Subject line to read ‘Books K-2 #8’.

Assignment #9: (Required for 400 and 500 Level)
Make your file of book ideas. Organize them by months, subjects, or themes. Write a 1 page report which explains how you decided to organize them so they will used.
Send to instructor: burnsdebbie@hotmail.com, Subject line to read ‘Books K-2 #9’.

Assignment #10: (Required for 400 and 500 Level)
Make 5 learning centers related to a cat or mice theme. Submit photos or brief descriptions to the instructor.
Send to instructor: burnsdebbie@hotmail.com, Subject line to read ‘Books K-2 #10’.

Assignment #11: (Required for 400 and 500 Level)
Create 5 visual aids to be used in your classroom. Submit photos or brief descriptions to the instructor.
Send to instructor: burnsdebbie@hotmail.com, Subject line to read ‘Books K-2 #11’.

Assignment #12: (Required for 400 and 500 Level)
Write a 2 page report explaining how your visual aids can be used in a classroom.
Send to instructor: burnsdebbie@hotmail.com, Subject line to read ‘Books K-2 #12’.

500 LEVEL ASSIGNMENT

Assignment #13: (500 Level only)
In addition to the 400 level assignments, complete the following assignment:
- Read a specific book dealing with non-fiction children’s literature in a primary classroom and write a 2-3 page summary.
- Send to instructor: burnsdebbie@hotmail.com, Subject line to read ‘Books K-2 #13’.
400 & 500 LEVEL ASSIGNMENT

C. INTEGRATION PAPER

Assignment #14: (Required for 400 and 500 Level Credit)
Write a 2-3 page Integration Paper answering these questions:
1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?
Send to instructor: burnsdebbie@hotmail.com, Subject line to read ‘Books K-2 #14’.

INSTRUCTOR COMMENTS ON YOUR WORK:
Please indicate by email to the instructor if you would like to receive comments on your assignments.

QUALIFICATIONS FOR TEACHING THIS COURSE:
Debbie Burns, M.Ed., and Cindy Beatty, B.A., have some 35 years of elementary teaching experience between them. This experienced team believes that the classroom should be a stimulating and enriching environment where each child is viewed as a unique individual. Each class they offer is filled with innovative concepts, a wealth of printed materials, and many child centered activities. Learning can be fun and they show you how!


