

## CHLD 105: Early Childhood Curriculum Development

### Singable Books

<b>Learning Outcomes</b>	3. Design, plan and evaluate integrated learning experiences supportive of children’s development and learning including culture, and language, using content knowledge in the Illinois Early Learning Standards.
<b>DEC Recommended Practices</b>	C20 Practices are used that are validated, normalized, and useful across environments, respectful, and not stigmatized of the child and family and that are sensitive to cultural and linguistic issues.
<b>NAEYC Standards</b>	4b: Knowing and understanding effective strategies and tools for early education. 4d: Reflecting on their own practice to promote positive outcomes for each child. 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

Singing with children has traditionally been a worthwhile and enjoyable component of early childhood programs. Singable books, which are defined by the Center for Applied Linguistics as “picture books that use a song as the text,” are currently being promoted as an effective means of combining the benefits of reading and singing for English Language Learners.

This field experience will utilize the Participatory Adult Learning Strategy (PALS) recommended by Center for Early Literacy Learning (CELL). The following steps are central to the PALS strategy:

#### Planning

1. **Introduction** (by handout from Center for Applied Linguistics)
2. **Illustration** (CDL teachers modeling the technique on a video)

#### Application

3. **Practice** (by implementing with young children)
4. **Evaluation** (is the consequence or outcome of the application for the children)

#### Deep Understanding

5. **Reflection** (self-assessment of the experience and if it met the predicted outcomes)
6. **Mastery** (repetition of the activity and comparison with your prior performance and the outcome for the children)

#### Conducting this activity successfully requires the following preparation:

- Review Chapter 9 from your text
- Watch the video of CDL teachers modeling the technique.
  - Heartland Equity and Inclusion Project (HEIP). (2012). *Meghan Reading to Class Video*. Available from <http://youtu.be/kHaIZ9qDKX4>

- Read the Center for Applied Linguistics article “*Singable books: Sing and read your way to English proficiency*” for more information about this valuable teaching strategy. Available from: <http://www.cal.org/resources/digest/singable.html>
- Go searching and find a singable book that you like. The article gives you suggested titles and public libraries will have numerous books for you to choose from.
- Practice until you are comfortable with the music and have fairly well memorized the book. If necessary, find a recording of the song so that you learn the melody (Note: don’t use the recording for your lesson).
- Use the “**Heartland Community College Lesson Plan Form**” to plan your presentation. Use the “**Heartland Community College Lesson Plan Guidelines**” and “**Heartland Community College Lesson Plan Grading Rubric**” to clarify how you are expected to complete the form.
- Use the “*Illinois Early Learning Standards*” available from [<http://illinoisearlylearning.org/standards/index.htm>] to find appropriate standards for this lesson.
- Call the Child Development Lab or some other accredited center with culturally, linguistically and ability diverse children to make arrangements to conduct this assignment. Tell them that your assignment is to present a singable book to a small group of preschool children. The “**Partner Site Information Handout**” lists additional sites that will also welcome you.
- Print the “**Field Experience Verification Form.**”

**(PALS Step 3)** When in the classroom for your presentation:

- Give the teacher a copy of this assignment and the “**Field Experience Verification Form.**”
- Follow the steps suggested in your assigned article for presenting a singable book.
  - Introduce the book with a Book Walk and explanation of the singable book format.
  - Explain any unfamiliar words.
  - Introduce the tune. (Note: Remember it is important not to be self-conscious of your singing voice)
  - Sing the book to the group letting the audience join in as they choose.
  - Repeat encouraging everyone to sing along.
- Ask the teacher to sign and date the “**Field Experience Verification Form.**”

**After you leave**, add the following components to the Lesson Plan form:

**PALS Step 4** – Think about the children and write your evaluation of the outcomes for them:

- Were all of the children able to participate in the activity?
- Were all the children engaged in the singable book activity?
- Did the children meet the objectives set in your lesson plan?

**PALS Step 5** –Focus on yourself and then write your Reflection and short self-assessment of your outcomes.

- Did you follow all the above steps for presenting a singable book?
- What do you see as the quality of your verbal and nonverbal communication skills? (don't critique your musical skills)
- What could you do better to gain full participation of the children?
- Were there any English Language Learners in the group? How did they engage with the activity?
- What are your conclusions about this teaching method?

**PALS Step 6** - Repeating for Mastery may be possible in your final field experience

**Submit to your instructor:**

- The completed “HCC Lesson Plan Form” that includes the Evaluation and Reflections addressing the above questions.
- The completed “Field Experience Verification Form.”