ECE 358 LANGUAGE ACQUISITION & DEVELOPMENT IN EARLY CHILDHOOD

Course Syllabus: Spring 2025
Web Based Class

PROFESSOR INFORMATION

Professor: Josh Thompson, Ph.D. (he, him) (I prefer to be called Dr. Thompson)
Office Location: Ed South 201
Office Hours: by appointment on Zoom
Office Phone: 903-886-5537
Cell Phone: 214-663-6102
Office Fax: 903-886-5581
University Email Address: Josh.Thompson@tamuc.edu
Professor's Webpage: http://faculty.tamuc.edu/jthompson
Course Webpage: http://faculty.tamuc.edu/jthompson/358

Preferred Form of Communication**:** For general questions, I prefer you to post questions in D2L (myLeoOnline) Virtual Office. That way others may see our communication and they may benefit. Please email me anytime to ask a question about your particular work. Always put 366 in the subject line so we know which class you are writing about. You may call or text my cell phone anytime between 9am-9pm.
Communication Response Time: Expect to hear back from me within the next working day or two. Please ask again anytime I don't answer promptly or completely.

COURSE INFORMATION

Textbook Required:
Otto B. (2018). *Language Development in Early Childhood Education* (5th
    ed.). NY: Pearson.
ISBN-13: 978-0134552620 ISBN-10: 0134552628 (e-book or rented text or paperback all acceptable. Used copies are available out there. No need for enhanced text or digital lab).

Required eTexts (available in D2L myLeoOnline):
CCIE. (2016). *Exchange Everyday*. Redmond, WA: Childcare Information Exchange.
    Delivered five days a week containing news, success stories, solutions, trend
    reports, and much more. Enroll in ExchangeEveryDay, a daily electronic
    newsletter all about early childhood education. This will help you keep up-to-date
    with all things topical and pertinent in early childhood education.
    ExchangeEveryDay is the official electronic newsletter for
    ChildCareExchange.com. It will be delivered to you five days a week bringing

news stories, success stories, solutions, trend reports, and much more. To subscribe to ExchangeEveryDay, a free daily e-newsletter, go to www.exchangepress.com/eed.

NAEYC & IRA. (1998). *Learning to read and write: Developmentally appropriate practices for young children*.
www.naeyc.org/positionstatements/learning_readwrite (.PDF)
www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF

Texas Education Agency. (2009). *English Language Proficiency Standards (ELPS)*.
www.englishspanishteks.net/teachers/

Required Readings, as provided by the professor. For example:
Dickinson, D. K., & Tabors, P. O. (2002). Fostering language and literacy in classrooms and homes. *Young Children 57*(2), 10-18.

Magruder, E. S., Hayslip, W. W., Espinosa, L. M., & Matera, C. (2015). Many Languages, One Teacher: Supporting Language and Literacy Development for Dual Language Learners. In Dombrink-Gree, M, Bohart, H., & Nemeth, K. *Spotlight on Young Children: Supporting Dual Language Learners* (pp. 24-32). Washington, DC: National Association for the Education of Young Children. www.naeyc.org/books/spotlight_on_young_children_supporting_dual_language_learners_excerpt

Morrow, L. M., Strickland, D., & Woo, D. (1998). Creating a Framework for Literacy-Rich Environments. In Morrow, L. M., Strickland, D., & Woo, D. (eds.) *Literacy instruction in half- and whole-day kindergarten: Research to practice* (pp. 98-111). Newark, DE: International Reading Association. http://faculty.tamuc.edu/jthompson/Resources/LitRichEnviro.pdf

Recommended Texts and/or Materials:
Hadaway, Nancy L., & Vardell, Sylvia M. (2003). *What Every Teacher Should Know About English Language Learners*. Allyn & Bacon.

Morrow, Leslie Mandel. (2012). *Literacy Development in the Early Years: Helping Children Learn to Read and Write (7th ed.)*. Boston: Allyn and Bacon. ISBN:013248482X

Nemeth, Karen N. (2009). *Many Languages, One Classroom: Teaching Dual and English Language Learners*. Gryphon House.

Piper, Terry. (2012). *Making Meaning, Making Sense: Children's Early Language Learning*. San Diego, CA: Bridgepoint Education. ISBN: 978-1-62178-038-0.

Zero To Three: National Center for Infants, Toddlers and Families (2014). *Beyond the Word Gap: Language and Learning Develop in the Context of Early*

Relationships. Washington, DC: Zero to Three.
www.zerotothree.org/resources/series/beyond-the-word-gap

Course Description

This course explores the first and second language acquisition and development of elementary children, including English Language Learners, with special emphasis given to the nature and function of both oral and written language, theories of first and second language acquisition, language and cognition, developmental stages in learning to talk, dialectical and linguistic differences, and partnering with parents to foster language and literacy development.

Student Learning Outcomes
1. explore first- and second-language acquisition theories
2. trace first- and second-language development in young children
3. examine the research related to first- and second-language development and education
4. understand the rationale for the ECE language arts
5. identify the process of oracy and literacy development
6. demonstrate various materials and methodology for presentation of an integrated first- and second-language program
7. develop a knowledge base of children's literature
8. assess techniques for integrating the language arts skills

COURSE REQUIREMENTS

Technical Skills Needed
Check LeoMail frequently, at least twice a week.
Use AdobeReader to access required digital files.
Create papers and presentations in MS Office, or Open Office, or Pages.
Communicate regularly and robustly with classmates through Discussion Boards.
Participate in regular Zoom sessions for content, guest presentations, and to engage with other classmates.

Instructional Methods
Class meets online in D2L (myLeoOnline). Assigned readings must be completed before unit activities. Lectures include powerpoint, videos of children and adults talking, hands-on materials, and handouts. Active participation in online discussion is expected from everyone. Class leadership is welcomed and encouraged; bring a song, a book or story, a game to play, or insights from the readings or field work with your case study participant. Upload work in D2L (myLeoOnline), such as materials for your gallery walk. Regular quizzes over the chapters in the textbook help deepen your knowledge of the course content. Timely completion of online discussions is required.

Professional Behaviors: This is a wholly online course. Attendance online in D2L (myLeoOnline) is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (10 days without logging into D2L myLeoOnline) may prompt an administrative withdrawal.

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- Read textbook assignments, supplemental reading assignments, lecture notes, and PowerPoint presentations.
- Check Leo eMail frequently, at least twice a week.
- Discussions: Participate in frequent online class discussions, whole class or small groups. Most are asynchronous – not live. Occasional synchronous (real-time, live) ZOOM sessions require your participation when scheduled. Occasional opportunity, optional, to go onsite to schools and centers for guided observation.
- Quizzes: Read all assigned readings. Participate in frequent chapter quizzes as posted in D2L (myLeoOnline) modules.

You will self-evaluate your professional behaviors TWICE, once at the beginning, and again at the end of the course. Your grade on this Course Requirement will come from your self-evaluation.

Student Responsibilities or Tips for Success in the Course

Successful students come to class prepared, on-time, and ready to engage and participate in active learning. Online work frequently requires extensive reading beyond the textbook. Plan to read about three to five hours every week. Time making materials will vary, but expect to spend around 10 hours total over the course of this semester.

GRADING

A holistic grading approach is sought. Rather than a scorecard with points, students must account for their mastery of the course objectives, and thus their grade in the course. This is done through the use of the Professional Behavior Survey. You will self-evaluate your professional behaviors TWICE, once at the beginning, and again at the end of the course.

Assessments

1. Professional Behaviors – regular presence online in D2L (myLeoOnline), participate in discussions, zoom sessions, complete quizzes and assignments in an orderly and timely manner.

2. Family Communication Flyer. Use the Language and Communication resources throughout the course to create a family-friendly invitation to robust language use with their young child.

3. Prepare and present at least five activities to develop gross motor and fine motor hand work.

4. Prepare and present at least five phonological awareness activities.

5. Prepare and present at least two storytelling activities.

6. Prepare and present at least two packets of thematic picture-label vocabulary cards.

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7. Develop an annotated list of at least 50 children's books, at least 10 books in each of 5 genre categories.

8. Use the Student Oral Language Observation Matrix S.O.L.O.M. to analyze a language sample of an Emergent Language Learner.

9. Complete chapter quizzes over course content.

10. Performance-based assessment (PBA). Create activities from interactive read-aloud to storytelling that support language acquisition.

TECHNOLOGY REQUIREMENTS LMS (Learning Management System)

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course https://myleoonline.tamuc.edu/. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETA&MU campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor. Office Phone: 903-886-5537, Cell Phone: 214-663-6102, Office Fax: 903-886-5581, University Email Address: Josh.Thompson@tamuc.edu.

Technical Support
If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement
Preferred Form of Communication: For general questions, I prefer you post your question in Virtual Office. That way others may see our communication and they may benefit. Please email me anytime to ask a question about your particular work. You may call or text my cell phone anytime between 9am-9pm, Mon-Fri, or up until 3pm on Saturdays.
Office Phone: 903-886-5537
Cell Phone: 214-663-6102
Office Fax: 903-886-5581
University Email Address: Josh.Thompson@tamuc.edu

Communication Response Time: Expect to hear back from me within the next working day or two. Please ask again anytime I don't answer promptly or completely. Communicate with me as needed. Use Josh.Thompson@tamuc.edu or my office phone 903-886-5537 or cell phone 214-663-6102 (preferred).

Feedback on student work: Quizzes are auto-graded. Short answer questions require manual grading, as do all objects uploaded in assignments or online Gallery Walks. Generally, I catch up reviewing your work around the end of the month – please permit me two to three weeks to respond to your work with my feedback. If you don't hear from me within a month, please ask me to review your work again.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
Course Specific Procedures/Policies
Attendance: Attendance online is expected & required; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 3 hours a week logged in to D2L myLeoOnline, or 10 days without logging into D2L myLeoOnline) may prompt an administrative withdrawal.

Participation
This course builds cumulative knowledge and insight; you cannot pass the class by just completing assignments all at one time. You must follow along and contribute as chapters, units, discussions, and projects unfold throughout the semester.

Grading

A holistic grading approach is sought. Rather than a scorecard with points, students must account for their mastery of the course objectives, and thus their grade in the course. This is done through the use of the Professional Behavior Survey. You will self-evaluate your professional behaviors TWICE, once at the beginning, and again at the end of the course.

Syllabus Change Policy
The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures
Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

ETA&MU Attendance
For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity
Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

Josh Thompson, Professor

AI use in course [Draft 2, May 25, 2023]

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
East Texas A&M University
Waters Library - Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice
East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.
For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) document and/or consult your event organizer. Web url: http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf
Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counselingcenter.

Mental Health and Well-Being
The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

Student Learning Outcomes aligned to TEA Competencies
Student Learner Outcomes
1. To explore theories of language acquisition about native English speakers, and English Language Learners
(TEA Competencies 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; 1.29k the benefits of and strategies for promoting student self-assessment; 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners; 1.3s use effective approaches to address varied student learning needs and preferences; 1.4s plan instruction that motivates students to want to learn

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and achieve; 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction)

   2. To trace language development in young children

(TEA Competencies 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills; 1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs; 2.21s respect students' rights and dignity)

   3. To examine the research related to language and education

(TEA Competency 1.11k current research on best pedagogical practices)

   4. To understand the rationale for ECE language arts

(TEA Competency 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills).

   5. To identify the process of oracy and literacy development

(TEA Competencies 3.1k the importance of clear, accurate communication in the teaching and learning process; 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts; 3.3k spoken and written language that is appropriate to students' age, interests, and background; 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions; 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs; 3.6k how to present content to students in relevant and meaningful ways; 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations; 3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding)

   6. To demonstrate various materials and methodology for presentation of an integrated language program

(TEA Competencies 1.10s plan instruction that makes connections within the discipline and across disciplines; 1.11s use a variety of pedagogical techniques to convey information and teach skills; 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; 3.14k how to use constructive feedback to guide each student's learning. 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; 3.16k situations in which teacher flexibility can enhance student learning; 3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students; 3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds; 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions; 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; 3.11s use flexible grouping to promote productive student interactions and enhance learning; 3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and 3.14s encourage students' self-motivation and active engagement in learning; 3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific; 3.16s promote students' ability to use feedback to guide and

enhance their learning; and 3.17s base feedback on high expectations for student learning)

7. To develop a knowledge base of children's literature
8. To assess techniques for integrating the language arts skills

(TEA Competency 2.7s organize and manage groups to ensure that students work together cooperatively and productively)

TEA Standards I-IV. Domains I-IV. Competencies:

Standard I. Domain I. & Domain III. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);

1.29k the benefits of and strategies for promoting student self-assessment;

1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;

1.3s use effective approaches to address varied student learning needs and preferences

1.4s plan instruction that motivates students to want to learn and achieve; and

1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction

1.10s plan instruction that makes connections within the discipline and across disciplines; and

1.11s use a variety of pedagogical techniques to convey information and teach skills.

Standard II. Domain II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and

2.7s organize and manage groups to ensure that students work together cooperatively and productively;

2.21s respect students' rights and dignity.

Standard III. Domain III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

3.1k the importance of clear, accurate communication in the teaching and learning process;

3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;

3.3k spoken and written language that is appropriate to students' age, interests, and background; and

3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions

3.5k criteria for selecting appropriate instructional activities and assignments for

students with varied characteristics and needs;

3.6k how to present content to students in relevant and meaningful ways

3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;

3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;

3.9k strategies and techniques for using instructional groupings to promote student learning;

3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and

3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.

3.14k how to use constructive feedback to guide each student's learning.

3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and

3.16k situations in which teacher flexibility can enhance student learning.

3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students;

3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;

3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;

3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and

3.11s use flexible grouping to promote productive student interactions and enhance learning;

3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and

3.14s encourage students' self-motivation and active engagement in learning.

3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;

3.16s promote students' ability to use feedback to guide and enhance their learning; and

3.17s base feedback on high expectations for student learning.

EAST TEXAS A&M

ECE 358 LANGUAGE ACQUISITION & DEVELOPMENT IN EARLY CHILDHOOD
Course Schedule: Spring 2025
Web Based Class

DATE	TOPIC	READING	ASSIGNMENT
Unit 1 January	Language Foundations	D2L (myLeoOnline): Unit 1 Boroditsky video Poet Ali video Dickinson article Magruder article Morrow article Otto chapters 1 & 2	Post Introduction Professional Behavior Survey Unit 1: Discussions, Quizzes Due January 31
Unit 2 February	Multicultural Perspectives Language Emergence	D2L (myLeoOnline): Unit 2 NAEYC (1998) *Learning to Read and Write* TEA ELPS S.O.L.O.M. Otto ch 3,14	Unit 2: Discussions, Quizzes Family Communication Flyer S.O.L.O.M. Due February 28
Unit 3 March	Speaking and Listening Writing and Reading Creating and Appreciating	D2L (myLeoOnline): Unit 3 Otto 4-7 Talk resources Hand resources	Unit 3: Discussions, Quizzes First Gallery Walk: Hand activity Phonological Awareness Activity Vocabulary Card Set Book Lists Due March 31
Unit 4 April	Early Language as Early Literacy	D2L: Unit 4 Otto chaps 8, 9, 10, 11	Unit 4: Discussions, Quizzes Second Gallery Walk Five (5) Hand activities Five (5) Phonological Awareness Activities Five (5) Vocabulary Card Sets Book Lists of 50+ books PBA Storytelling to Interactive Read-aloud Due April 30
Unit 5 May	Language Assessments, Delays, & Interventions	D2L: Unit 5 Otto 12, 13	Professional Behavior Survey Due May 7, 2025 @ 8pm
All work due Wednesday, May 7, 2025 @ 8pm			

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