



**School of Library & Information Studies**

**LS 520: Early Childhood Literacy Materials & Story Programs  
Summer 2021 – Online**

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**I. Descriptive Information of Course:**

- A. *Course Number and Title:* LS 520: Early Childhood Literacy Materials & Story Programs
- B. *Description:* Introduces a wide variety of print and digital early literacy materials for young children ages birth to seven with an emphasis on selecting materials and developing literature-based story programs to meet their educational, cultural, and recreational needs. Among the types of story programming techniques to be explored are storytelling, flannel boards, drama, puppetry, and finger rhymes. Emphasis will be placed on investigating the principles involved in designing, implementing, promoting and evaluating early literacy story programs for young children.
- C. *Course Credit:* 3 credit hours

**II. Overview of Course Goals:**

- Students will be involved in activities throughout the course that will:
- ☞ Provide an overview of the history of library services to preschoolers;
  - ☞ Examine the history and characteristics of the various genres of literature for very young children;
  - ☞ Explore the ways in which illustrations in a picture book convey meaning;
  - ☞ Examine some of the social issues in contemporary works of children's literature intended for ages birth to seven years;
  - ☞ Explore the social, political, and literary issues raised by many contemporary works of children's literature and literacy materials for early childhood;
  - ☞ Investigate the use of digital media, such as storybook apps and digital picture books, with young children to teach early literacy skills;
  - ☞ Detail the role of high-quality children's literature in the language, intellectual, personality, social, moral, aesthetic, and creative development of young children;
  - ☞ Cultivate the ability to effectively evaluate books, music, films, websites, digital media, etc. for young children using a variety of techniques including child appeal, literary merit, quality of content, treatment of social issues, and developmental appropriateness for target audience;

- ☞ Cultivate appreciation of developmentally appropriate, quality literature in enhancing early literacy story programs and young children's life-long learning;
- ☞ Promote the use of professional publications and children's review media to guide in the selection of literacy materials for young children;
- ☞ Explore the ways to effectively introduce books to babies and toddlers;
- ☞ Explore the various types of library story programs for young children and how they promote early literacy development;
- ☞ Examine the collaborative opportunities between early literacy programs in the library and preschool/early childcare programs.
- ☞ Explore how to create and utilize innovative aids to enhance the presentation of story programs;
- ☞ Introduce how to plan, implement, promote, and evaluate engaging story programs for babies, toddlers, preschoolers, and young school-age children;
- ☞ Examine how to prepare inclusive storytime programs celebrating cultural diversity.
- ☞ Explore timely, hot topics in library programming for young children.

### **III. Course Objectives and Student Learning Outcomes:**

During the course, students will:

1. Observe the interactions of young children with books, record the results of their observations, and synthesize and share their findings during a class discussion of early childhood development and the use of literacy materials.
2. Read a variety of children's picturebooks as well as other required readings and be prepared to participate in discussions regarding major historical moments, social issues, censorship, age-appropriateness, current trends, etc.
3. Evaluate the effectiveness and usefulness of a variety of print and digital materials produced for very young children based on the following criteria: literary merit (quality of text), quality of illustrations/graphics, uses in meeting young children's learning and developmental needs, and treatment of social issues.
4. Create professional-quality reviews of materials for young children that can be posted on SLIS's Crimson Review of Children's and Young Adult Literature blog.
5. Participate in various early literacy programming techniques such as storytelling, reader's theatre/drama, puppetry, flannel boards, songs, and finger rhymes to better understand the motor skills and developmental processes of young children attending story programs.
6. Create and utilize a storytelling aide (flannel board, finger/hand puppet, costume, etc.) intended for young children during a story program.
7. Evaluate and critique an early literacy story program for young children to better understand the processes involved in the implementation and delivery of such programs.
8. Develop an early literacy story program that demonstrates appropriate use of children's literature to enhance and promote young children's life-long

learning. This will involve putting into practice the various class readings and newly learned literacy sharing skills.

9. Utilize professional publications related to library services for young children to understand the current challenges facing professionals serving the literacy needs of young children.
10. Explore and critically analyze various digital media, such as digital apps and digital picture books, to discern their role in fostering emergent literacy skills of young children.

#### **IV. MLIS Program Learning Outcomes:**

During this course, students will be engaged in course activities that address the following MLIS program learning outcomes (PLO):

*PLO 1* - Students will have the skills and knowledge to understand the role of library and information services in a rapidly changing technological society.

*PLO 3* - Students will be able to evaluate the essential character of the field and apply the philosophy, principles, and ethics of LIS to professional practice.

*PLO 4* - Students will evaluate the role of library and information services and the needs of constituencies in a diverse global society, including issues of social and cultural justice.

#### **V. Required & Recommended Text and Materials:**

##### **Required Texts:**

- ☞ Barco, K. and M. Borski-Howard. (2018). *Storytime and Beyond: Having Fun with Early Literacy*. Santa Barbara, CA: Libraries Unlimited.
- ☞ Ghoting, S. and P. Martin-Diaz. (2013). *Storytimes for Everyone: Developing Young Children's Language and Literacy*. Chicago, IL: American Library Association.
- ☞ Straub, S., Dell'Antonia, KJ, and R. Payne (2013). *Reading with Babies, Toddlers, and Twos*. 2<sup>nd</sup> Edition. Naperville, IL: Sourcebooks.

##### **Required Technology Equipment & Online Classroom:**

- ☞ Students must have access to a webcam and computer microphone.
- ☞ Access to the online classroom is available via Zoom. Please use the following link to access our live classroom (Password provided in BlackBoard):  
<https://uasystem.zoom.us/j/95407068162?pwd=L0hSVS85QUppTktwajlrSWx0dXNYdz09>
- ☞ Access to online readings, the discussion boards, and assignments is available via Blackboard. You'll submit all your assignments there.

##### **Required and Supplemental Readings Available via Blackboard:**

- ☞ Anderson, S. (2006). Books for very young children. In S. Rosenkoetter and J. Knapp-Philo (eds.) *Learning to read the world: Language and literacy in the first three years*. Washington, D.C.: Zero to Three Press, 553-561.
- ☞ Bratt, J. (2018). Let's Talk About Race in Storytimes. Youtube Webinar [start around 3:30]: <https://www.youtube.com/watch?v=BT2lmUZRw-g>

- ☞ Bushman, B. (2020). Every? Child Ready to Read: A model for successful programming for deaf children. *Children and Libraries*. 18(3): 11-20. Available: <https://journals.ala.org/index.php/cal/article/view/7433>
- ☞ Carlson, A. (1991). A history of library service for preschoolers. In *The preschooler & the library*. Metuchen, NJ: Scarecrow Press, 1-37.
- ☞ Cole, K. and Y. Sook Lim. (2006). Language is the key: A proven approach to early language and literacy. In S. Rosenkoetter and J. Knapp-Philo (eds.) *Learning to read the world: Language and literacy in the first three years*. Washington, D.C.: Zero to Three Press, 537-551.
- ☞ Condern, C. (2018). Far from a drag: How one library embraced drag queen story hour. *Children and Libraries* 16(1): 21-22. Available: <https://journals.ala.org/index.php/cal/article/view/6589>
- ☞ Cottrell, M. (March 1, 2016). Storytime for the Spectrum: Libraries Add Services for Children with Autism. *American Libraries Online*. Available: <https://americanlibrariesmagazine.org/2016/03/01/sensory-storytime-spectrum-libraries-add-services-for-children-with-autism/>
- ☞ Deerr, K., Feinberg, S., Gordon, E., and D. Schull. (2006). Libraries are family places for literacy and learning. In S. Rosenkoetter and J. Knapp-Philo (eds.) *Learning to read the world: Language and literacy in the first three years*. Washington, D.C.: Zero to Three Press, 477-496.
- ☞ Derman-Sparks, L. and J. O. Edwards. (November 2019). Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum. *Young Children*, 75(5). Available: <https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias>
- ☞ Diamant-Cohen, B., Prendergast, T., Estrovitz, C., Banks, C. and K. Van Der Veen. (2012). We Play Here! Bringing the Power of Play into Children's Libraries. *Children and Libraries*, 10(1), 3-10, 52.
- ☞ Diackerson, C. (2012). The Preschool Literacy And You (Play) Room: Creating an Early Literacy Play Area in Your Library. *Children and Libraries*, 10(1), 11-15.
- ☞ Dragenflo, H. (2019). The Littlest Learners: Presenting Coding Concepts for Preschoolers. *Children and Libraries*, 17 (3), 10-12.
- ☞ Duke, N. (May 2007). Let's look in a book: Using nonfiction reference materials with young children. *Young Children*, 12-16.
- ☞ Eisenberg, J. (2015). 6 Myths About Diversity in Early Childhood Storytimes (And How We Can Read Diverse Books in Our Library's Storytime Now). Ideas+Inspiration Blog. Demco. Available: <http://ideas.demco.com/blog/6-myths-diversity-early-childhood-storytimes/>
- ☞ Fletcher, K. and J. Sabo. (2006). Picture book reading experience and toddlers' behaviors with photographs and books. *Early Childhood Research and Practice*, 8(1). Available: <https://files.eric.ed.gov/fulltext/EJ1084862.pdf>
- ☞ Herdzina, J. & Lauricella, A. R. (2020). *Media literacy in early childhood report*. Chicago, IL. Technology in Early Childhood (TEC) Center, Erikson Institute. Available: <https://teccenter.erikson.edu/publications/media-literacy-report/>
- ☞ Horning, K. (1997). Critical approach to children's books. In *From cover to cover: Evaluating and reviewing children's books*. NY: HarperCollins, 1-21.

- ☞ Irwin, J., Moore, D., Tornatore, L., and A. Fowler. (2012). Expanding on early literacy: Promoting emerging language and literacy during storytime. *Children and Libraries*, 10(2), 20-23, 28.
- ☞ Kelly, L. and C. Bolanos. (2020). From outreach to translanguaging: Developing a bilingual storytime. *Children and Libraries* 19(3): 28-34. Available: <https://journals.ala.org/index.php/cal/article/view/7437>.
- ☞ Kropp, Lisa. G. (2015). A diverse book list for the under-five set. *School Library Journal* (online). Available: <http://www.slj.com/2015/07/feature-articles/a-diverse-book-list-for-the-under-five-set/#>
- ☞ McKenzie, P. and R. Stooke. (2012). Making a difference: The importance of purposes to early learning programs. *Children and Libraries*, 10(2), 47-52.
- ☞ Naidoo, J. (2014). Digital Media in the Children's Library. In *Diversity Programming for Digital Youth: Promoting Cultural Competence in the Children's Library*. Santa Barbara, CA: Libraries Unlimited, 59-82.
- ☞ Naidoo, J. (2014). Digital Media in the Lives of Children. In *Diversity Programming for Digital Youth: Promoting Cultural Competence in the Children's Library*. Santa Barbara, CA: Libraries Unlimited, 35-57.
- ☞ Naidoo, J. (2018). A rainbow of creativity: Exploring drag queen storytimes and gender creative programming in public libraries. *Children and Libraries* 18(4): 12-22. Available: <https://journals.ala.org/index.php/cal/article/view/6896>
- ☞ Natsiopoulou, T., Souliotis, M., and A. Kyridis. (2006). Narrating and reading folktales and picture books: Storytelling techniques and approaches with preschool children. *Early Childhood Research and Practice*, 8(1). Available: <https://files.eric.ed.gov/fulltext/EJ1084962.pdf> .
- ☞ Neuman, S. (2006). Literacy development for infants and toddlers. In S. Rosenkoetter and J. Knapp-Philo (eds.) *Learning to read the world: Language and literacy in the first three years*. Washington, D.C.: Zero to Three Press, 275-289.
- ☞ Owocki, G. and Y. Goodman. (2002). Books and book handling. In *Kidwatching: Documenting children's literacy development*. Portsmouth, NH: Heinemann, 37-47 and 104-108.
- ☞ Peterson, B. (2001). Understanding text complexity in books for new readers. In *Literary pathways: Selecting books to support new readers*. Portsmouth, NH: Heinemann, 13-41.
- ☞ Rowell, E. (May 2007). Missing! Picture books reflecting gay and lesbian families. *Young Children* (Beyond the Journal online supplement), 1-10.
- ☞ Slapin, B. (April 6, 2013). Skippyjon Jones: Transforming a Racist Stereotype into an Industry. De Colores: The Raza Experience in Books for Children blog. Available: <http://decoloresreviews.blogspot.com/2013/04/skippyjon-jones-and-big-bones.html>
- ☞ Snell, K.. (2012). Beyond Library Walls: Improving Kindergarten Readiness in At-Risk Communities. *Children and Libraries*, 10(1), 27-29.
- ☞ Webster-Stratton, C. (2013). Tips for using puppets to promote preschool children's social and emotional development. Available: <http://incredibleyears.com/download/resources-for-parents/puppet%20handout.pdf> .(Note this is a download link.)
- ☞ Weiss, H., Caspe, M., and M. E. Lopez. (2008). Family involvement promotes success for young children: A review of recent research. In M. Cornish (ed.)

*Promising practices for partnering with families in the early years.* Charlotte, NC: Information Age Publishing, 1-19.

- ☞ Zevenbergen, A, and A. Angell. (2012). *Beyond Frog and Toad: An Exploration of Transitional Books.* *Children and Libraries*, 10(2), 24-28.

### **Recommended New and Classic Professional Books:**

- ☞ Ayers, L. (2003). *Read It Again!: Standards-Based Literature Lessons for Young Children.* Worthington, OH: Linworth Publishing.
- ☞ Bauer, C. (1987). *Presenting Reader's Theater: Plays and Poems to Read Aloud.* New York: H. W. Wilson.
- ☞ Birckmayer, J., Kennedy, A., and A. Stonehouse. (2008). *From Lullabies to Literature: Stories in the Lives of Infants and Toddlers.* Washington, DC: National Association for the Education of Young Children.
- ☞ Blakemore, C. and B. Weston. (2016). *Every Word Counts: How Every Word You Read to Your Baby Adds Up to Success in School and Beyond.* CreateSpace. (Formerly titled: *Baby Read-Aloud Basics: Fun and Interactive Ways to Help Your Little One Discover the World of Words*).
- ☞ Boog, J. (2014). *Born Reading: Bringing Up Bookworms in a Digital Age.* New York: Touchstone
- ☞ Briggs, D. (1997). *52 Programs for Preschoolers: The Librarian's Year-Round Planner.* Chicago: ALA
- ☞ Butler, D. (1998). *Babies Need Books: Sharing the Joy of Books with Children from Birth to Six.* Revised Ed. Portsmouth, NH: Heinemann.
- ☞ Butler, D. (1980). *Cushla and Her Books.* Boston: Horn Book.
- ☞ Campana, K., Mills, J. E., and S. Ghoting. (2016). *Supercharged Storytimes: An Early Literacy Planning and Assessment Guide.* Chicago: ALA.
- ☞ Campbell, R. (2009). *Reading Stories with Young Children.* Sterling, VA: Trentham Books Limited.
- ☞ Champlin, C. and N. Renfro. (1985). *Storytelling with Puppets.* Chicago: ALA.
- ☞ Codell, E. (2003). *How to Get Your Child to Love Reading.* Chapel Hill, NC: Algonquin Books.
- ☞ Crago, M. and H. Crago. (1983). *Prelude to Literacy: A Preschool Child's Encounter with Picture and Story.* Carbondale, IL: Southern Illinois University Press.
- ☞ Diamont-Cohen, B. (2010). *Crash Course in Library Services to Preschool Children.* Santa Barbara, CA: Libraries Unlimited.
- ☞ Diamont-Cohen, B. (2019). *Mother Goose on the Loose.* Updated Edition. Chicago: ALA Editions.
- ☞ Diamont-Cohen, B. (2010). *Early Literacy Programming en Español: Mother Goose on the Loose Programs for Bilingual Learners.* New York: Neal-Schuman.
- ☞ Diamont-Cohen, B. and M. Hetrick. (2013). *Transforming Preschool Storytime: A Modern Vision and a Year of Programs.* Chicago, IL: Neal Schuman, Imprint of ALA.
- ☞ Dietzel-Glair, J. (2013). *Books in Motion: Connecting Preschoolers with Books through Art, Games, Movement, Music, Playacting, and Props.* Chicago, IL: Neal Schuman, Imprint of ALA.
- ☞ Dietzel-Glair, J. (2015). *Get Rea; with Storytime: 52 Weeks of Early Literacy Programming with Nonfiction and Poetry.* Santa Barbara, CA: Libraries Unlimited.

- ☞ Englebaugh, D. (2003). *Integrating Art and Language Arts through Children's Literature*. Westport, CT: Teacher Ideas Press.
- ☞ Ernst, L. (2008). *Baby Rhyming Time*. New York: Neal-Schuman.
- ☞ Ernst, L. (2015). *The Essential Lapsit Guide: A Multimedia How-To-Do-It Manual and Programming Guide for Stimulating Literacy Development from 12 to 24 Months*. Chicago: ALA/Neal-Schuman Publishers.
- ☞ Exner, C. (2005). *Practical Puppetry A-Z: A Guide for Librarians and Teachers*. Jefferson, NC: McFarland and Company.
- ☞ Ezell, H. and L. Justice. (2005). *Shared Storybook Reading: Building Children's Language & Emergent Literacy Skills*. Baltimore, MD: Brooks Publishing Company.
- ☞ Faurot, K. (2003). *Books in Bloom: Creative Patterns and Props that Bring Stories to Life*. Chicago: ALA.
- ☞ Feinberg, S., Deerr, K., Jordan, B., Byrne, M., and L. Kropp. (2007). *The Family-Centered Library Handbook*. New York: Neal-Schuman.
- ☞ Fiore, C. (2005). *Fiore's Summer Library Reading Program Handbook*. New York: Neal-Schuman.
- ☞ Freeman, J. and C. Bauer. (2015). *The Handbook for Storytellers*. Chicago: ALA.
- ☞ Freeman, J. and C. Bauer (2015). *The Handbook for Storytime Programs*. Chicago: ALA.
- ☞ Freeman, J. (2007). *Once Upon a Time: Using Storytelling, Creative Drama, and Reader's Theater with Children in Grades PreK-6*. Westport, CT: Libraries Unlimited.
- ☞ Ghoting, S. and P. Martin-Díaz. (2006). *Early Literacy Storytimes @ Your Library: Partnering with Caregivers for Success*. Chicago: American Library Association.
- ☞ Ghoting, S. and K. Klatt. (2014). *STEP into Storytime: Using StoryTime Effective Practice to Strengthen the Development of Newborns to Five-Year-Olds*. Chicago, IL: ALA Editions.
- ☞ Giorgis, C. and J. Glazer. (2012). *Literature for Young Children: Supporting Emergent Literacy, Ages 0-8*. 7<sup>th</sup> ed. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- ☞ Gordh, B. (2006). *Stories in Action: Interactive Tales and Learning Activities to Promote Early Literacy*. Westport, CT: Libraries Unlimited.
- ☞ Grabarek, K. and M. Lanni. (2019). *Early Learning through Play: Library Programming for Diverse Communities*. Santa Barbara, CA: Libraries Unlimited.
- ☞ Haven, K. and M. Ducey. (2007). *Crash Course in Storytelling*. Westport, CT: Libraries Unlimited.
- ☞ Hopkins, C. (2013). *Artsy Toddler Storytimes: A Year's Worth of Ready-To-Go Programming*. Chicago, IL: Neal Schuman, Imprint of ALA.
- ☞ Jewell, A. (2019). *Move, Play, Learn: Interactive Storytimes with Music, Movement and More*. Chicago: ALA Editions.
- ☞ Knoll, D. (2016). *Engaging Babies in the Library: Putting Theory Into Practice*. Chicago: ALE Editions.
- ☞ Lambert, M. (2015). *Reading Picture Books with Children: How to Shake Up Storytime and Get Kids Talking about What They See*. Watertown, MA: Charlesbridge.

- ☞ Low, E. (2009). *Big Book of Animal Rhymes, Fingerplays, and Songs*. Westport, CT: Libraries Unlimited.
- ☞ Lowe, J. and K. Matthew. (2008). *Puppet Magic*. New York: Neal-Shuman.
- ☞ MacMillan, K. and C. Kirker. (2009). *Storytime Magic: 400 Fingerplays, Flannelboards, and Other Activities*. Chicago: ALA.
- ☞ MacMilan, K. and C. Kirker. (2014). *Baby Storytime Magic: Active Early Literacy Through Bounces, Rhymes, Tickles, and More*. Chicago: ALA Editions.
- ☞ Maddigan, B., Thompson, R., and S. Drennan. (2003). *The Big Book of Stories, Songs, and Sing-Alongs: Programs for Babies, Toddlers, and Families*. Westport, CT: Libraries Unlimited.
- ☞ Maddigan, B. and S. Drennan. (2005). *The Big Book of Reading, Rhyming, and Resources: Programs for Children, Ages 4-8*. Westport, CT: Libraries Unlimited.
- ☞ Marino, J. (2003). *Babies in the Library*. Lanham, MD: Scarecrow Press.
- ☞ Matulka, D. (2008). *A Picture Book Primer: Understanding and Using Picture Books*. Westport, CT: Libraries Unlimited.
- ☞ McNeil, H. (2012). *Read, Rhyme, and Romp: Early Literacy Skills and Activities for Librarians, Teachers, and Parents*. Santa Barbara, CA: Libraries Unlimited.
- ☞ Naidoo, J. C. and K. Scherrer. (2016). *Once Upon a Cuento: Bilingual Storytimes in English and Spanish*. Chicago: ALA.
- ☞ Peck, P. (2009). *Crash Course in Storytime Fundamentals*. Westport, CT: Libraries Unlimited.
- ☞ Raines, S. and R. Canady. (1989). *Story Stretchers: Activities to Expand Children's Favorite Books*. Beltsville, MD: Gryphon House.
- ☞ Raines, S., Miller, K., and L. Curry-Rood. (2002). *Story Stretchers for Infants, Toddlers, and Twos*. Beltsville, MD: Gryphon House.
- ☞ Reid, R. (2009). *More Family Storytimes: Twenty-four Creative Programs for All Ages*. Chicago: ALA.
- ☞ Reitzes, F., Teitelman, B., and L. Mark. (1995). *Wonderplay: Interactive & Developmental Games, Crafts, & Creative Activities for Infants, Toddlers, & Preschoolers*. Philadelphia: Running Press.
- ☞ Reitzes, F. and B. Teitelman. (2007). *Wonderplay, Too: Games, Crafts, and Creative Activities for 3-to 6-year-olds*. Philadelphia: Running Press.
- ☞ Sawyer, W. (2012). *Growing Up With Literature*. 6<sup>th</sup> Edition. Belmont, CA: Wadsworth Cengage Learning.
- ☞ Scherrer, K. (2017). *Stories, Songs, and Stretches!: Creating Playful Storytimes with Yoga and Movement*. Chicago: ALA Editions.
- ☞ Schiller, P. and P. Phipps. (2006). *Starting with Stories: Engaging Multiple Intelligences Through Children's Books*. Beltsville, MD: Gryphon House.
- ☞ Schiller, P. and T. Moore. (1993). *Where is Thumbkin?: 500 Activities to Use with Songs You Already Know*. Beltsville, MD: Gryphon House.
- ☞ Schiller, P. and T. Moore. (2004). *Do You Know the Muffin Man?: Literacy Activities Using Favorite Rhymes and Songs*. Beltsville, MD: Gryphon House.
- ☞ Sierra, J. (1997). *The Flannel Board Storytelling Book*. 2<sup>nd</sup> ed. New York: H.W. Wilson.
- ☞ Snow, S. (2007). *Building Blocks: Building A Parent-Child Literacy Program at Your Library*. Westport, CT: Libraries Unlimited.



- ☞ Taylor-DiLeva, K. (2010). *Once Upon a Sign: Using American Sign Language to Engage, Entertain, and Teach All Children*. Santa Barbara, CA: Libraries Unlimited
- ☞ Totten, K. (2009). *Family Literacy Storytimes: Readymade Storytimes Suitable for the Whole Family*. New York: Neal-Schuman.
- ☞ Treviño, R. (2009). *Read Me a Rhyme in Spanish and English*. Chicago: ALA.
- ☞ Trostle Brand, S. and J. Donato. (2001). *Storytelling in Emergent Literacy: Fostering Multiple Intelligences*. Albany, NY: Delmar.
- ☞ Van Kleeck, A. (2006). *Sharing Books and Stories to Promote Language and Literacy*. Plural Publishing.
- ☞ Walther, M. (2019). *The Ramped-Up Read Aloud: What to Notice As You Turn the Page*. Corwin.

### **Recommended Websites:**

- ☞ Babies Need Words - <http://www.ala.org/alsc/babiesneedwords>
- ☞ Books for Babies - [http://www.ala.org/united/products\\_services/booksforbabies](http://www.ala.org/united/products_services/booksforbabies)
- ☞ Colorín Colorado - <http://www.colorincolorado.org/>
- ☞ Every Child Ready to Read - <http://www.everychildreadytoread.org/>
- ☞ Ghoting's Early Literacy Website - <http://www.earlylit.net/>
- ☞ Little eLit - <http://littleelit.com/>
- ☞ Mother Goose on the Loose - <http://www.mgol.net/>
- ☞ National Association for the Education of Young Children (NAEYC) - <http://www.naeyc.org/>
- ☞ Reach Out and Read - <https://www.reachoutandread.org/>
- ☞ Reading is Fundamental - <http://www.rif.org/>
- ☞ Reading Rockets - <http://www.readingrockets.org/>
- ☞ Read to Your Baby - <http://www.readtoyourbaby.com/>
- ☞ Strive for Five - <https://striveforfive.com/>
- ☞ Talking is Teaching - <https://talkingisteaching.org/>
- ☞ Tap, Click, Read - <http://www.tapclickread.org/#>
- ☞ Zero to Three - <http://www.zerotothree.org/>

## **VI. Administrative Details:**

### **Americans with Disabilities Act - Student Assistance**

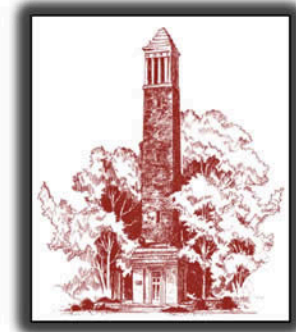
If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss necessary course accommodations. If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 or visit their website <http://ods.ua.edu/>.

### **UA ACT Ethical Community Statement**

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website provides a list of reporting channels that can be used to report incidences of illegal discrimination, harassment, sexual assault, sexual violence, retaliation, threat assessment or fraud. For more information, refer to <https://www.ua.edu/campuslife/uact/>

### **Academic Responsibility**

You agreed by enrollment in UA to strictly adhere to the academic responsibility code of the University as described by the Capstone Creed (available at: <https://sa.ua.edu/about/the-capstone-creed/>), and the Academic Misconduct Disciplinary Policy (available at: <https://provost.ua.edu/academic-misconduct-disciplinary-policy/>). All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not limited to, the following: cheating, plagiarism, fabrication, and misrepresentation. The Academic Misconduct Disciplinary Policy will be followed in the event that academic misconduct occurs.



### **THE CAPSTONE CREED:**

**"As a member of The University of Alabama community, I will pursue knowledge, act with fairness, integrity and respect; promote equity and inclusion; foster individual and civic responsibility; and strive for excellence in all I do."**

### **Statement of Diversity & Inclusion**

The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender identity, sexual orientation, race, ethnicity, physical ability, religious preferences, and individual perspectives and points of view. Our goal is to create a supportive and inclusive class environment conducive to open discussion, learning, and achievement.

### **Syllabus Contract & Changes Statement**

This syllabus is a contract between the students and instructor. In the event of extenuating circumstances or necessary modifications to create the best learning experience for the students, this syllabus and schedule are subject to change. Changes in due dates or assignments will not be made if they put students at a disadvantage. Any changes or modifications will be communicated to students in class and via the "announcements" section of Blackboard.

### **MLIS Programmatic Portfolio**

A portfolio comprised of course assignments reflecting mastery of program learning outcomes is required of all students in the MLIS program. Students are encouraged to consider how assignments from this course might fit into the portfolio as examples.

### **Attendance Policy**

Classrooms are houses of collaborative and cooperative learning. This course is constructed around interactions requiring students' regular class

attendance. You are expected to be on time and prepared for each class. You are also expected to actively participate by taking part in class discussions and interacting with guest speakers, promptly completing readings **before** class, and submitting assignments by the due date listed on the class schedule. Class participation points are determined by your attendance and involvement in all activities.

***Students who miss more than one class period for any reason should make an appointment with the instructor to make up work. Considering the very condensed nature of this course, no student missing more than one class will receive a passing grade for the course except in extremely unusual circumstances.***

## VII. Academic Course Requirements and Assignments:

During this course, student progress and understanding will be assessed using the assignments listed below. Each bullet represents an assignment for which student performance will be assessed.

- ☞ Puppet Introductions: Students in this class will be engaged in numerous activities designed to engage young children in the library. Often students are hesitant to participate for fear of being judged by classmates, their peers, etc. To help you overcome any fears of embarrassment and to help the class better understand you and your personality, each student will use a puppet to introduce themselves during the first class. Specifically, you will: (1) Choose a puppet or make your own that represents a part of your personality; (2) Create a persona for the puppet that matches your own: silly, goofy, excited, shy, worried, etc.; (3) Introduce yourself to the class (on May 26<sup>th</sup>), keeping the personality of your puppet; and (4) Answer the following questions: Where are you from?, What do you do?, Why did you choose this puppet to represent you?, Why are you taking this class?, and Why do you want to work with young children? **This assignment is worth part of your class participation grade and due the first day of class – May 26<sup>th</sup>.**
- ☞ Books for Young Children Tally Sheet: Students will read a selection of books by many different authors for young children. The categories into which young children's books are divided for this course include: Caldecott Awards, Zolotow Awards, ABC Books, Counting Books, Concept Books, Rhymes and Fingerplays, Poetry, Folktales, Realistic Fiction Picturebooks, Historical Fiction Picturebooks, Beginning Readers, Early Chapter, Picturebook Biographies, Informational/Nonfiction Picture Books, Wordless Books, Board Books, Toy/Pop-Up Books, Books, Audio Read-Alongs, Multicultural Picturebooks, and Social Issues Books. Students will read books in the above categories to meet the requirements of the Books for Young Children Tally Sheet that will be available on under *Assignments* on Blackboard Learn. **This assignment is worth 30 points. The Tally Sheet is due June 14<sup>th</sup>.**
- ☞ Young Child-Book Interaction Observation: To begin, (1) read the article in Blackboard Learn under *Required Readings* entitled "Books and Book Handling." Using the *Anecdotal Notes* questions (p. 44) and the *Informal*

Observation of Book Knowledge sheet (p. 104) from the article to guide your thinking, **(2)** observe and analyze young children's interactions with books in various social settings, noting the children's specific interactions and behaviors. For this assignment, you can go to multiple settings (libraries, bookstores, day care centers, Sunday school classes, school classrooms, etc.) and observe (not interact with) children as they handle, select, "read", and engage with books. Ask yourself the following questions: What types of books do the children seem to be attracted to? Are particular genders of children attracted to a certain type of book? How are the children handling the books? What does this suggest about their developmental level? Do children's behaviors with books change when a caregiver or other children are around? How do children of different ages handle books? Synthesize your findings and be ready to present the results of your observation orally in class. You may find it easiest to bring a book and pretend to read while observing the kids. It may also be necessary that you get the permission of a teacher or librarian before observing in case they have concerns about your presence. You can give my contact information to the teacher/librarian if they have questions. This is an informal assignment but students are expected to participate in the class discussion. YOU DO NOT HAVE ANYTHING WRITTEN TO SUBMIT FOR THIS ASSIGNMENT. **This pass/fail assignment is worth 10 points and is due June 7<sup>th</sup>.**

- ☞ Early Literacy Story Program Evaluation: Observe and analyze an early literacy story program for young children to determine its effectiveness. Students are to suggest changes to improve target-audience participation and appeal in these library/literacy programs. Your informal, in-class report should answer the following: When did the program take place, how many children attended, how old were the children, what was the program about, what materials were used, was there a craft, how did the reader engage children, were the children engaged, and using what you have learned in this class, how would you change the program to better suit the needs of the children. YOU DO NOT HAVE ANYTHING WRITTEN TO SUBMIT FOR THIS ASSIGNMENT. **This pass/fail assignment is worth 10 points and due June 16<sup>th</sup>.**
- ☞ Class Participation: A focal point of this course is reading of the assigned research articles and textbook chapters, and consistent, engaging, and informed participation in class discussions of the readings. A percentage of the course grade is based upon participation in the class discussions evidenced by (1) your comments on what you have read, (2) your responses to the comments of other students, (3) your questions and suggestions of further classroom/library extensions, and (4) your engagement with the ideas raised for consideration by yourself and others. **All course readings are due on the dates described in the course schedule. The total value of your class participation grade is 25 points.**
- ☞ Book Reviews Evaluating various children's materials for collection development is one of the key roles of a children's librarian. Children's librarians must know how to effectively evaluate all types of materials: music, film, books, etc. For this assignment, you will complete book reviews on new or recent books for young children throughout the

course. A handout will be provided detailing the criteria for book reviews. Books for review will be assigned by the instructor. Students should try to find their books locally. If you can't get a copy of a particular assigned book, please let me know ASAP. I may ask you to select a replacement book for the particular title you are unable to locate. At the end of the course, select book reviews will be edited and posted on SLIS's review blog The Crimson Review of Children's and Young Adult Literature (<http://sliscrimsonreview.blogspot.com/>). All book reviews will be submitted together in one file at the end of the semester on Blackboard. However, if you would like the instructor to provide feedback, please email me one of your reviews and I will critique it. **Book Reviews should be posted on Blackboard by midnight on June 28<sup>th</sup> and are worth 30 pts.**

- ☞ Read-Aloud Assignment: Read-Alouds and story times are staples in weekly programming for children's librarians and school library media specialists. Using guidelines provided by the instructor, students will choose a picture book to read-aloud in class. The read-aloud should also be accompanied by a rhyme, song, or fingerplay that could be used with the book during a story time. Further instructions will be given in class. **Read-alouds are worth 10 points and will be shared in class on June 9<sup>th</sup>.**
- ☞ Readers Theatre/Dramatic Skit: Readers Theatres and dramatic skits are excellent ways to incorporate children's literature into a library program while engaging young children who learn best by hands-on participation. Students will participate in readers theatre/dramatic skits during class and make suggestions for activities and learning extensions that will foster emergent literacy skills. **This assignment is part of the class participation grade.**
- ☞ Storytelling Aide/Prop: Storytelling and story programs for young children are greatly enhanced with the use of visual aides or props. For this assignment, students will select a story for young children that they would like to tell to the class. Next, they will create (not purchase) flannel/felt board pieces, finger/stick/hand puppets, or costumes (such as head bands or face masks) that will visually enhance their story. Using their webcams, students will tell (not read) their stories using their storytelling aides/props in class on **June 21<sup>st</sup>. This assignment is worth 25 points.**
- ☞ Early Literacy Story Program for Young Children: It is important for school library media specialists and children's librarians to know how to plan and implement library programs for young children. Many early literacy story programs are developed around month long themes such as "the farm," "back-to-school," "fall/harvest," and "community helpers." For this assignment, students will create a 45-minute early literacy story program centered on a chosen theme complete with songs/rhymes/fingerplays, early literacy activities, crafts, and a storytelling aide/prop. The program will include collaboration with a community agency/organization serving young children, a marketing plan and example of marketing material (flier), and an example of a

student-created early literacy tip sheet for parents/caregivers (covering areas from *Every Child Read to Read*). Finally, the program will also include a materials list, evaluation component, and budget information. **This capstone assignment is worth 45 points and is due on June 23<sup>rd</sup>.**

- cs Digital Media Analyses: Digital media such as apps and digital picture books are becoming popular, particularly in a Web 2.0 society. Digital media allow a librarian or educator to provide hands-on learning opportunities for young children to utilize technology to improve early literacy skills. However, it is important that digital media be developmentally accessible and appealing to young children. For this assignment, **which will be completed in class**, students will select at least 2 digital picture books, 2 early literacy activity websites for young children, or 2 storybook/creative/educational apps and analyze how easy it is for young children to use the selected media as well as the developmental appropriateness of the media for young children. Students will be using Kidmap's Dig Checklist for evaluating inclusive, high quality media: <https://www.joinkidmap.org/digchecklist/>. Students will then construct and deliver a brief 3-4 min informal presentation comparing/contrasting the various digital media and describing which is most appropriate for young children. **This pass/fail assignment will be completed in class on June 21<sup>st</sup> and is worth 15 points.**

#### VIII. Evaluation and Grading:

Assessment of student performance will be based on both submitted assignments and participation in class discussion and activities. Students are expected to demonstrate knowledge of course content and to practice effective communication skills.

Grades will be determined using the activities and points listed above in the "Academic Course Requirements and Assignments" section. Failure to participate in or to complete any of the course activities and assignments will result in an "F" for the assignment and an overall final course grade reduction by one letter. Consistent attendance and class participation will significantly influence the determination of final grades.

#### Student projects and assignments will be evaluated as follows:

- ★ **Class Participation** – Participation in discussions of Required Readings and in-class activities such as Puppet Intros and Readers Theatre **(25 points)**
- ★ **Young Child-Book Interaction Observation** - Due June 7<sup>th</sup> **(10 points)**
- ★ **Read Aloud Assignment** – Due June 9<sup>th</sup> **(10 points)**
- ★ **Books for Young Children Tally Sheet** – Due June 14<sup>th</sup> **(30 points)**
- ★ **Early Literacy Story Program Evaluation** - Due June 16<sup>th</sup> **(10 points)**
- ★ **Digital Media Analyses (In-Class Activity)** – Due June 21<sup>st</sup> **(15 points)**
- ★ **Storytelling Aide/Prop** – Due June 21<sup>st</sup> **(25 points)**
- ★ **Early Literacy Story Program for Young Children** – Due June 23<sup>rd</sup> **(45 points)**
- ★ **Book Reviews** – Due June 28<sup>th</sup> **(30 points)**

**Total 200 possible points**

\*\*All assignments will be reviewed for content, organization, and mechanics. Assignments should be typed and exemplify correct grammar. Points will be deducted from assignments that do not meet these criteria. You are working towards a higher degree. Please write accordingly.

### **Make-up Policy/Due Dates**

Assignments are due on the date listed in the class schedule. Students may elect to turn in late work for evaluation, but 5 pts will be deducted from that assignment for each calendar day (not each class meeting) beyond the due date that the assignment is late.

Unless the student has received an extension, no assignment which is more than one week late will be accepted for grading and a failing grade will be recorded for that assignment.

Grades for assignments will be posted on Blackboard. Final grades will be assigned according to the University Grading Scale (shown below in total points value out of 200):

- A (180-200)
- B (160-179)
- C (140-159)
- D (120 -139)
- F (0 -119)

### **Incomplete Grades**

Incomplete grades will not be given for this course unless there are critical circumstances affecting a student's ability to meet course requirements. Students, who believe they need an incomplete, should notify the instructor as early in the term as possible. The instructor may ask for documentation regarding the critical situation that led the student to request an incomplete grade for the course. In cases where an incomplete grade is assigned, it is the student's responsibility to complete all course requirements within the timeframe established by the instructor.

### **Feedback During the Semester and Contacting the Professor**

\*\* I encourage you to take advantage of the multiple ways to contact me in order to receive constructive feedback on your work. I am very happy to discuss the work for our class at any point in the semester. The quickest way to reach me is via email ([jcnaidoo@slis.ua.edu](mailto:jcnaidoo@slis.ua.edu)). I generally check email several times a day unless I'm traveling. If you send me an email, PLEASE ensure that you include **LS 520** in your subject heading. I receive hundreds of emails per day, and if your email is not labeled, I may miss your important message or question.

## Assignment Due Dates and Points Value

Assignment	Points Value	Due Date
1. Puppet Introductions	Points included in Class Participation	May 26 <sup>th</sup>
2. Young Child-Book Interaction Observation	10 points Pass/Fail	June 7 <sup>th</sup>
3. Read Aloud Assignment	10 points Pass/Fail	June 9 <sup>th</sup>
4. Books for Young Children Tally Sheet	30 points	June 14 <sup>th</sup>
5. Early Lit. Story Program <u>Evaluation</u>	10 points Pass/Fail	June 16 <sup>th</sup>
6. Storytelling Aide/Prop & Story	25 points	June 21 <sup>st</sup>
7. Digital Media Analyses (in-class activity)	15 points Pass/Fail	June 21 <sup>st</sup>
8. Early Literacy Story Program for Young Children	45 points	June 23 <sup>rd</sup>
9. Book Reviews	30 points	June 28 <sup>th</sup>
10. Class Participation: Required Readings, In-Class Discussions, Reader's Theatre	25 points	On-going as specified in the Course Schedule



## IX. Tentative Course Schedule:

### LS 520: Early Childhood Literacy Materials & Story Programs

Summer 2021 – Online – 6:00 pm – 10:15 pm (MW)

#### May 26<sup>th</sup>

**Prepare for Today's Class:** Puppet Introduction [you will find or create a puppet that represents some aspect of 'you' and use it to introduce yourself in class with the webcam.]

**Read for Today's Class:** Sawyer Blackboard article "Using Various Types of Literature"; Ghoting & Martin-Diaz Textbook Introduction and Chapters 1-3; Blackboard Articles "Literacy Development for Infants & Toddlers." The article "Books and Book Handling" should be read before completing the Child-Book Interaction Observation assignment.

#### **Today's Topics:**

- ★ Course Introduction and Overview
- ★ Student Puppet Introductions (Students will need a webcam for this in-class assignment)
- ★ Why work with young children in the library?
- ★ ALSC Competencies for Librarians Serving Children
- ★ Readers! Start Your Engines: Discuss Reading Tally Sheet assignment
- ★ What are Picturebooks and Criteria for Evaluating Picturebooks – Text & Illustrations
- ★ Picturebook Awards
- ★ Early Childhood Development and Early Literacy
- ★ Book Preferences of Young Children
- ★ Discuss Child-Book Interaction Observation assignment

### May 31<sup>st</sup> - Memorial Day! All UA Classes Cancelled

#### June 2<sup>nd</sup>

**Read for Today's Class:** Straub & Dell'Antonia Textbook Intro and Chapters 1-2; Blackboard Article "Libraries are Family Places for Literacy and Learning;" Skim Blackboard Article "A History of Library Service to Preschoolers."

#### **Today's Topics:**

- ★ Discuss Readings
- ★ History of Library Services to Preschoolers
- ★ Informal student sharing of Early Childhood Memories of Libraries
- ★ Professional Resources for Librarians Serving Young Children
- ★ Initiatives and Associations for Librarians Serving Young Children
- ★ Professional Review Resources for Books for Young Children
- ★ Reviewing picture books (Practice in Class) and Distribute List of Assigned Review Books
- ★ Read-Aloud Guidelines and Discuss Read-Aloud Assignment

## June 7<sup>th</sup>

**Prepare for Today's Class:** Bring a picture book to class that appeals to you in some way; Complete Child-Book Interaction Observation

**Read for Today's Class:** Straub & Dell'Antonia Textbook Chapters 3-5; Ghoting & Martin-Diaz Textbook Chapters 6, 10-13

### **Today's Topics:**

- ★ Discuss Readings
- ★ Readers Response and Young Children
- ★ **Sharing findings from Child-Book Interaction Observation (small group);**
- ★ Storytelling techniques: Flannel Board/Story Pieces, Cut and Tell, Draw and Tell, Dress-up/Props
- ★ Professor demonstration of storytelling techniques
- ★ Discuss Storytelling Prop/Aide assignment
- ★ Pandemic Programming & Virtual Storytimes
- ★ Planning, Implementing, and Evaluating Early Literacy Storytimes
- ★ Discuss Early Literacy Story Program Evaluation assignment

## June 9<sup>th</sup>

**Prepare for Today's Class:** Complete/Record Read-Aloud and accompanying rhyme/finger play/song and post on Blackboard before class.

**Read for Today's Class:** Barco & Borski-Howard Textbook Chapters 4 & 6 (consult other chapters as needed for programming assignment); Blackboard Articles "Understanding Text Complexity in Books for New Readers;" "Beyond Frog and Toad: Exploration of Transitional Readers," "We Play Here!: Bringing the Power of Play into Children's Libraries;" "The Preschool Literacy and You (Play) Room;" and "Importance of Play, Particularly Constructive Play, in Public Library Programming."

### **Topics Covered:**

- ★ Discuss Readings
- ★ Reader's Theatre Performance (In-Class activity)
- ★ Discuss Early Literacy Program Assignment
- ★ **Student presentations of Read-Alouds (small group viewing of read-alouds);**
- ★ Puppets in the Library & Puppet Resources
- ★ Importance of Play in the Library
- ★ Beginning and Leveled Readers and Early Chapter Books/Transitional Readers

## June 14<sup>th</sup>

**Prepare for Today's Class:** Bring 2 books for young children to class that you think could be used for bibliotherapy purposes; Complete Reading Tally Sheet by Midnight.

**Read & Watch for Today's Class:** **READ:** Blackboard Articles "Missing! Picture Books Reflecting Gay and Lesbian Families;" "Loving and Learning with Wemberly and David: Fostering Emotional Development in Early Childhood Education;" "Bibliotherapy: Helping Children Cope with Life's Challenges;" Slapin "Skippyjon Jones: Transforming a Racist Stereotype into an Industry": <http://decoloresreviews.blogspot.com/2013/04/skippyjon-jones-and-big->

[bones.html](#); Eisenberg "6 Myths About Diversity in Early Childhood Storytimes": <http://ideas.demco.com/blog/6-myths-diversity-early-childhood-storytimes/>

### **Today's Topics:**

- ★ Discuss Readings
- ★ Bibliotherapy and Using Books to Support the Emotional and Social Development of Young Children
- ★ Social Topics and Controversial Themes in Books for Young Children: Skippyjon Jones, 10 Little Indians, Anti-Asian Sentiment & Dr. Seuss, LGBTQ Families, etc.
- ★ Teaching Young Children about Bias, Diversity, and Social Justice
- ★ Tally Sheet due by Midnight.

## **June 16<sup>th</sup>**

**Prepare for Today's Class:** Complete Early Literacy Story Program Evaluation

**Read for Today's Class:** Blackboard Articles "Digital Media in the Lives of Children," "Digital Media in the Children's Library," Dragenflo "Littlest Learners: Presenting Coding Concepts for Preschoolers," and "Technology and Interactive Media NAEYC and Fred Rogers Position Statement;" ALSC Media Mentorship whitepaper "Media Mentorship in Libraries Serving Youth" available: [http://www.ala.org/alsc/sites/ala.org.alsc/files/content/2015%20ALSC%20White%20Paper\\_FINAL.pdf](http://www.ala.org/alsc/sites/ala.org.alsc/files/content/2015%20ALSC%20White%20Paper_FINAL.pdf)

### **Today's Topics:**

- ★ Discuss Readings
- ★ Digital Picturebooks & Digital Apps: Screentime and Young Children
- ★ Media Literacy & Young Children
- ★ Digital Media in Story Programs for Young Children
- ★ Selecting Non-print Materials for Young Children
- ★ Sharing Early Literacy Story Program Evaluations (small group)

## **June 21<sup>st</sup>**

**Prepare for Today's Class:** Locate Newsbyte and a Professional Article Related to Media Literacy or Digital Media and Young Children to Share in Class; Prepare Storytelling Prop and Corresponding Story

**Read for Today's Class:** Straub & Dell'Antonia textbook Chapter 8

### **Today's Topics:**

- ★ Student Sharing of Newsbyte & Professional Article
- ★ Digital Media Analyses (In Class Assignment)
- ★ Guided Online Exploration - Tap, Click, Read ([www.tapclickread.org/](http://www.tapclickread.org/)) and Never Shushed (<https://nevershushed.com/>)
- ★ Student Presentations of Storytelling Props and Story (via Webcam)

## **June 23<sup>rd</sup>**

**Prepare for Today's Class:** Complete Early Literacy Program

**Read for Today's Class:** Blackboard readings: Naidoo and Scherrer "Bilingual Storytime: One Program, Many Ways;" Kelly and Bolanos "From Outreach to Translanguaging: Developing a Bilingual Storytime;" Naidoo "A Rainbow of Creativity"; Bushman "Every? Child Ready to Read: A Model for Successful

Programming for Deaf Children;" Snell "Beyond Library Walls: Improving Kindergarten Readiness in At-Risk Communities;" and Cottrell "Storytime for the Spectrum": <https://americanlibrariesmagazine.org/2016/03/01/sensory-storytime-spectrum-libraries-add-services-for-children-with-autism/>

**\*\*Optional WATCH:** Bratt youtube webinar "Let's Talk About Race in Storytimes: <https://www.youtube.com/watch?v=BT2ImUZRW-g>;

### Today's Topics:

- ★ Discuss Readings
- ★ Bilingual Storytimes
- ★ Hot Topics in Story Programs for Young Children: Drag Queen Storytimes, Black Lives Matter Storytimes, Spectrum & Sensory Storytimes
- ★ Serving Deaf Children in Storytimes
- ★ Exploring and Talking About Race in Storytimes
- ★ ALSC Intellectual Freedom in Programming Toolkit
- ★ Course Evaluations
- ★ **Early Literacy Program due by Midnight**

**June 28<sup>th</sup>**

**Due:** All Book Reviews due by Midnight today.

### **Important Note:**

**Please bring a sense of humor, open mind, and young heart to class and the course assignments. We have a lot of work to do but let's have fun at the same time!**

ES 520: Early  
Childhood Literacy  
Materials & Story  
Programs

