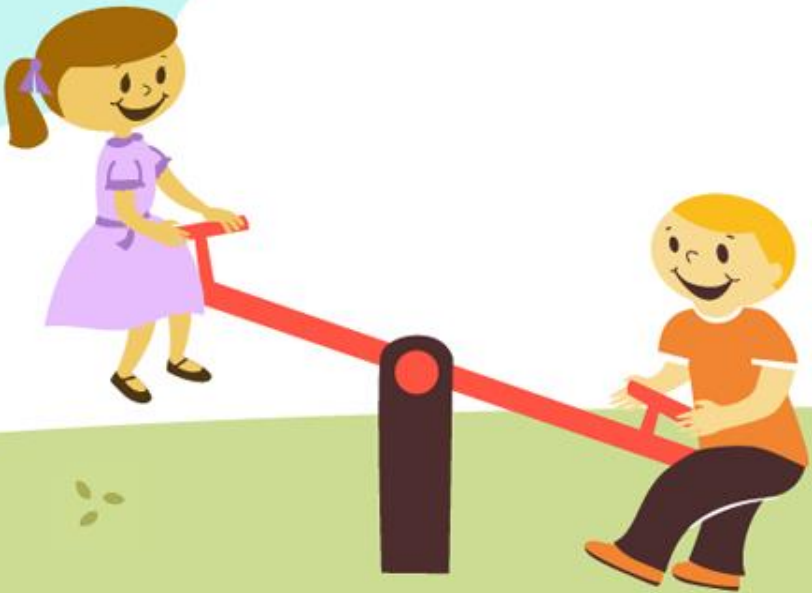




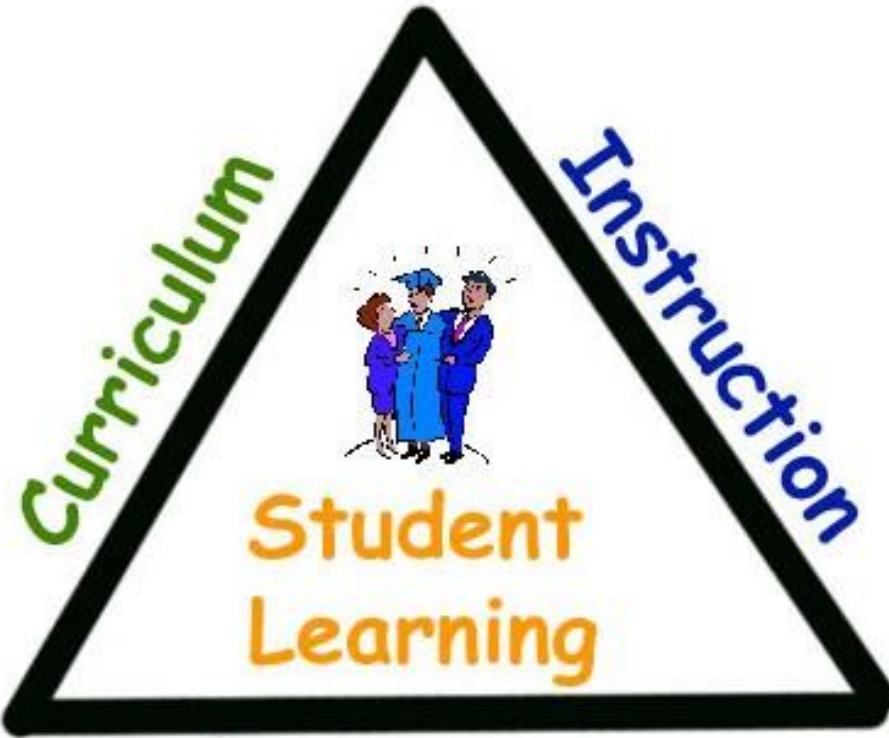
Dr. Kary Johnson
www.reading-connection.org
www.literacyunited.org
817-924-2000



A Written Curriculum: Value- Added



W
H
A
T



H
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W

Assessments

WHY

CIA Triangle –
new focus on “the
what” i.e.
curriculum



Sample Curriculum Portion of Program

Program Title	Age Group (circle one)
A, B, Sees	PreK 1 st -3 rd 4 th -5 th 6 th -8 th HS adult
Promotional Description	
Come and join in the fun as we "SEE" letters in the library and read the ABC Book by Dr. Seuss.	
Learning Objective	Correlating TEKS (← click for link)
TLW identify words that begin with the same sound. TLW name upper/lower case letters on posters around the room.	III.B.7. Child can produce a word that begins with the same sound as a given pair of words. VI. A. A Child names at least 20 upper and at least 20 lower case letters.
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none">○ Alphabet floor puzzle (put it on the storytime area for children to sit on)○ Upper/lowercase alphabet letters on laminated sheets (tape to the walls or bookshelves around the story time area)○ Masking tape○ Washable stamp pads○ Alphabet stampers (Upper & lowercase)○ White construction paper○ Dr. Seuss' ABC	\$131.00
Program Outline	



What has changed: “The What”

- Written curriculum = the science of teaching
- Written curriculum = explicit and systematic
- Written curriculum = equity across libraries
- Written curriculum = equity between educators of varying levels of experience
- Written curriculum = based on TEKS; aligned with curriculum in all Texas Public Schools



Sample Instruction Portion of Program

Program Outline

1. BEFORE THE PROGRAM BEGINS: tape each letter of the alphabet in the surrounding environment (walls, bookshelves, the backs of chairs, etc.) making sure that they are clearly visible from the story-reading area
2. Welcome and WR commercial
3. Introduce the topic: A, B, Sees by singing the Alphabet song:
 - a. Alphabet song:

"A B C D E F G
H I J K L M N O P
Q R S T U V
W X Y and Z
Now I know my ABC's
Next time won't you sing with me"
4. Then tell the audience "Today we are going on an alphabet hunt. This book "Dr. Seuss' ABC Book will be our guide!" As we read the story we'll look for the letters hidden around the room/story time area."
 - a. Show audience the cover and ask questions like: What do you think this book might be about? What do you know about Dr. Seuss? Has anyone seen or heard of the Cat in the Hat, One Fish Two Fish, Red Fish Blue Fish, Horton Hears a Who, or the Lorax?
 - b. Tell them that these are all stories written by Dr. Seuss!
5. Read the book- Dr. Seuss' ABC Book:
 - a. For each letter:
 - i. Point to the letter in the book and ask audience to point to the letter taped to the surrounded environment. As children point to the letter, you stand up and walk around the room to pick it up/pull it off the wall.
 - b. While reading the book allow audience to respond to the repetitive question: "What begins with ___?"
Ideas questions:
 - c. Aunt Annie-What starts with letter A and is red and round that Aunt Annie might like to eat? (Apple)
 - d. Bumblebee- What sounds does the bumblebee make? (Buzz) B also starts with the letter B! Big Buzzing Bumblebee!
 - e. Camel- If the camel is on the ceiling what starts with C that is on the floor? Hint: it is fuzzy and soft.... (Carpet!)
 - f. David Donald Doo- What begins with the letter D and would wake up David if tapped on it? *Pantomime drumming motion with fingers* (Drum!)
 - g. Egg- Who starts with a letter E and laid that egg? Hint: A large bird with a white head and brown body and wings... (Eagle)
 - h. Feathers- Eagles use their feathers to help them _____. (Fly)

- i. Girl and goat- The girl and goat are going to see their friend with a long neck at the zoo? Who has a long neck and has a name that starts with G? (Giraffe)
 - j. Hen- Uh-oh the hen is stuck in the hat. What can she say to get someone to take the hat off? (Help!)
 - k. Icabod- What I word is something that Icabod and I like to eat? Hint: It comes in flavors like chocolate, vanilla, and strawberry. (Ice cream)
 - l. Jerry- After eating a jar of jam- Jerry might have lots of energy and use his legs to (Jump)
 - m. K (already has 7 examples on the page)
 - n. Lollipop- What "L" flavor could that yellow lollipop be? (Lemon)
 - o. Mice- Ask if anyone knows the word "mumbling." Mumble and let them practice mumbling.
 - p. Nine bears- These bears look happy and _____ [the opposite of mean]. (Nice)
 - q. Owl- Be careful orange owl don't _____ or the oil will get it! *Pantomime opening your mouth* (Open)
 - r. P (already has 9 examples on the page)
 - s. Queen- When the queen is in her royal bed and she gets cold- she might ask for a special blanket that starts with the letter Q. What is it? (Quilt)
 - t. Rosy- Rosy should bring an umbrella- just incase it _____ outside. What is the R word for water falling from the sky? (Rain)
 - u. Sammy- Sammy's table is as white as _____. (Snow)
 - v. Turtles- What is the T word for what we have at the end of our feet? (Toes)
 - w. Uncle Ubb- Uncle Ubb isn't standing on top of the umbrella. He is standing ____ it. (Under)
 - x. Vera- After Vera finishes playing her violin she might want to eat some fruits and _____ (Vegetables)
 - y. W- What is Willy using to wash Warren and Waldo? (Water!)
 - z. X- What word sounds like ax, fox, and ox? What rhymes with fox and ox? The fox might put the ox in this. (Box)
 - aa. Yak- Yak and Yolanda want to eat a yummy snack. They want a snack that starts with the word "Yo"... What could it be? (Yogurt)
 - bb. Zizzer- Zizzer has a friend who's name starts with a z too! This friend has black and white strips and lives at the zoo. What's her name? (Zebra!)
6. At the end of the book, sing the Alphabet song again while you hold up the found letters:
- "A B C D E F G
H I J K L M N O P
Q R S T U V
W X Y and Z
Now I know my ABC's
Next time won't you sing with me"
7. Activity: At tables- learners stamp letters on white construction paper, Facilitator walks around during this time and encourages adults to talk with children: "This open-ended craft activity is a chance to practice recognizing and naming letters in a no-pressure activity. You can ask your child to name the letter they are holding, pick a specific letter that you request or stamp the letters of their name.



What has not changed: “The How”

- Instruction = the art of teaching
- Instruction = intuitive and creative
- Instruction = individual differences by instructor personality
- Instruction = ability for veteran educators to go above and beyond and new educators to bring fresh ideas; all contribute in a different manner
- Instruction = based on educator knowledge



How this change affects library patrons?

Children

- Continued engaging, fun instruction from library “story-times”
- Continues to encourage imaginative/creative thinking
- Ensures exposure to many types and genres of literature: fiction, nonfiction, series, etc.

Caregivers

- Aligned with school expectations
- Continues to model good at-home instruction (each program plan includes extension activity ideas for home!)



How to promote this change to library patrons?

- Please note TEKS curriculum objectives in Fall Worth Reading Catalog and make sure to point this out to parents and discuss how library and schools are now aligned
- Make sure patrons know what learner objectives are when teaching a lesson
- Make sure patrons know the end goal is the same: creating a love of reading specifically and learning in general

