



Send completed CEU homework to:
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Logan, UT 84322

CEU Homework Cover Sheet

Course Title School Readiness, Course 1: Language & Literacy

Course Dates _____

Name _____

Mailing Address _____

City _____ State _____ Zip _____

Home Phone _____ Work Phone _____

Please complete this form and submit it with your completed CEU homework assignments.

The cost of 1 CEU is \$15. Please make **check** or **money order** payable to UACCRRRA (no cash please). Payment for CEU credit **MUST** be submitted with completed homework assignments in order for CEU credit to be awarded.

Homework assignments must be complete in order to be considered for credit. Incomplete assignments will be returned. You can re-submit a homework assignment for credit, as long as it is still before the due date. You **MUST** include a CEU Homework Cover Sheet with all requests.

Homework due dates will be strictly enforced. Homework is due 3 weeks after the last session of class. In order for homework to be considered for credit it needs to be postmarked on or before that date. There are no exceptions to this policy. Classes you are earning CEU credit for must be completed in full. If you make up a session in order to complete the course, the CEU homework is due 3 weeks from the make-up session date.

Please allow 2 weeks for processing of your certificate. If you have any questions, please contact Carrie Stott at 435-232-2981 after 5:00 pm, Monday-Friday or email me at carrie.stott@usu.edu.

Completed CEU homework is due 3 weeks after the last session of class.



From Preschool to Kindergarten: School Readiness

Course 1 – Language and Literacy

Instructions:

- Choose and complete four of the following assignments.
- Answer all parts of the assignments that you choose.
- Represent what you learned from your participation in School Readiness, Course 1.
- Please write in depth, but try to contain your answers to one page per question.

1. Using “Expressive Language Developmental Milestones,” Session 1, Handout #1, choose a child either age 3, 4, or 5. Take the Developmental Milestones, observe the child at play and write an example for each milestone. Your example should state what you observed that would tell you the child has accomplished that milestone. (e.g. 1-Transfers words learned in one setting to another: In the morning we read, “The Carrot Seed” and later when we went outside, Sam went to the digging corner, planted some pretend seeds and said, “it won’t come up, it won’t come up, but it DID!” (Can’t observe the milestones? Use the milestones one age down.)

2. Try the “Story in a Bag” activity from Session 1, Handout #5 with the children in your care. Write down what picture each child drew and the story that the group came up with for the pictures.

3. Do five of the Fine Motor Activities from Session 2, Handout #4. At least one of the activities should be one you haven’t tried before. Explain which of the activities the children enjoyed the most and for each of the five activities, explain what it is about the activity that would help the children develop the fine motor coordination for later success at writing.

4. Set up a writing center (blocks, library, art, math, science, or one of the dramatic play areas) for your children from one of the examples from Session 2, Handout #6. Describe what you did, how the children responded and then list five things you will do in the future to see that the children in your care have more opportunities to use emergent writing every day.

5. Plan and do a fun activity with the children. The next day have the children draw a picture about what they did and let them tell you about their picture while you write down their words at the bottom of the picture. Greet the parents at pick-up time with their child’s picture and words. Write down what the children drew, what they said and the parent’s reaction. (Do at least four.)

6. Come up with and then do five activities with the children to help them begin learning the alphabet letters in their names. Write what you did and how the children reacted. You can use the handouts from Session 3 or other sources for ideas.

7. Make a plan for circle time that will focus on helping the children with listening skills. Include the following: environmental sounds, sequencing sounds, following a series of verbal directions, reverse or substitute rhyming words in a story, listening for specific sounds in a story. Do the circle time with the children. Write about what you did, how the children reacted and why you think helping children practice good listening will be helpful for them in future activities.

8. Do or review the assessment from Session 4, Handout #4, “Taking Stock”. Choose one item from each of the eight areas that you can improve in your child care environment. Make the eight improvements and write about what you did for each one.