



Send completed CEU homework to:
CCPDI
6515 Old Main Hill
Logan, UT 84322

CEU Homework Cover Sheet

School Readiness, Course 1: English Language Arts
Course Title _____
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.

There is no cost for CEU credit. Please note that the CDA Council now accepts clock hours for CDA Renewal so completion of the CEU credit for this purpose might not be necessary. Please contact the CDA Council at 800-424-4310 or check their website <http://cdacouncil.org> for more information.

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 3 weeks for processing of your certificate. If you have any questions, please contact CCPDI at 855-531-2468 or by email at ccpdi@usu.edu

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



Send completed CEU homework to:
CCPDI
6515 Old Main Hill
Logan, UT 84322

School Readiness Standards Course 1: English Language Arts

Choose and complete **four** of the following assignments:

Answer all parts of the questions that you choose.

Represent what you have learned while participating in the *School Readiness Course 1* class.

Your answers need to be in depth, but try to contain them to one page.

1. In session #1, participants learned about the impact of helping children learn book knowledge (i.e. proper book handling etc.) developing reading skills. Describe how you would help children learn to appreciate books and learn about their importance. This description should include at least three activities and how those activities help children learn to use and respect books.
2. Using handout #3 from session #1 use these skills for story time for one week. During this time evaluate the changes you see in the children, are they more interested in stories? Are they reading books more themselves? Are they asking you to read during free play? Analyze this week and write about the experience and what you and the children learned during this week.
3. In session #2 the discussion touched on how it is important for children to learn the names of the letters of the alphabet, the discussion focused on the “*how*” we teach not “*what*” we teach. Describe five ways that you will help children learn the alphabet through *hands-on* learning. Choose a few of the activities and do these with the children that you work with. Did the children seem to grasp the concept of the name of the letter, in both uppercase and lowercase, and did you see evidence of this knowledge in other ways.
4. From session #2 use handout #3 along with handout #4, to assess where the children that you work with should be on their print and reading foundation, create a plan on how you help children to develop print awareness. Evaluate your plan and how active the children were in these activities. Do you feel the children became more aware of print in their world?
5. Using handout #5 from session #3, after evaluating yourself based on the items listed, create a plan for how you will add items that you do not currently use in your daily routine with the children. After a week of adding 3 or 4 of these items, evaluate the difference you have seen with the children if any and how you will plan to continue the practice and continually evaluate and change as needed.
6. Ask someone to come in and observe your common language with the children for one hour. Ask them to look for items listed under the language development on handout #5 from session #3 and to tally how many times you do each of the items listed. Return the favor so that the two of you may evaluate the type of language you are each using with the children on a daily basis. Provide the date, time of day, and number of children as well as age of children that you were observed with. What did you learn from the evaluation?
7. Create a list of at least 10 fine motor activities that you can offer the children that you are working with and then describe how these activities will help them later to develop writing skills.
8. Set up a writing center in your environment, if you do not already have one. Describe the items that you have placed in your writing center and then after one week analyze your writing center. Did children become engaged in writing? Did they frequent the center? Did you see any changes in their writing through that week?

Rev 1/2014