



Early Learning: Storytime in the Neighborhood

Syllabus

Storytimes in Your Neighborhood is a collection of flexible, ready-to-use guides designed to help you create a joyful, engaging storytime experience.

Featuring clips from award-winning Fred Rogers Productions series like Daniel Tiger's Neighborhood, Donkey Hodie and Alma's Way, each guide pairs one story, short video clips, and a hands-on activity idea.

This course will support meaningful engagement and active learning, these guides make it easy to spark conversation, curiosity, and connection in a variety of learning spaces.

Contact Hours: 1

OCCRA Credit:

To earn OCCRA credit for this course, you must submit the Learning Artifact. Each Learning Artifact includes a designated space for your OPIN number.

Course Learning Objective:

Learners will integrate Storytime in the Neighborhood into a Read Aloud Routine and/or family engagement event.

Demonstration of Learning:

For the learning artifact, select resources from PBS Learning Media from Storytime in the Neighborhood for Read Aloud/Literacy Building Routines then reflect applying ideas onto learning artifact survey document.

Course Structure:

This course consists of three parts.



1. Watch - Participate in a live session or watch the recorded session to learn about the skills you will need to complete the course.
2. Learn by Doing - Complete this activity to practice the skill(s) presented.
3. Learning Artifact - an activity to apply knowledge or reflect on practice in your setting required for course credit.

Learning Artifact/Demonstration of Learning: Participants will complete the Learning Artifact Document by identifying Learning Topic, Resources, and short description of learning activity.

Skills Checklist

Early Learning and Development Standards: Literacy and Language

1.e. Develops comprehension of read-aloud text.

- ☐ Attends to language.
- ☐ Shows interest in books, pictures, songs, and rhymes.
- ☐ Participates in book reading, storytelling, and singing.
- ☐ Demonstrates understanding of a read-aloud text by answering literal questions.
- ☐ Demonstrates understanding of a read-aloud text by answering inferential questions.

Resources:

- ☐ PBS Learning Media Collection: Storytime in the Neighborhood [Link](#)
- ☐ I Can Use My Imagination| Alma's Way [Link](#)
- ☐ Playful Exploration and Presence| Daniel Tiger [Link](#)
- ☐ A Party in Someplace Else| Donkie Hokie [Link](#)

Learning Artifact Google Doc:

- ☐  Early Learning: Storytime in the Neighborhood with PBS

OCCRA Standard:



KNOWLEDGE BASE | Learning Experiences

KNOWLEDGE CONCEPTS	LEVEL 1	LEVEL 2	LEVEL 3
The principles of integrating curriculum across all developmental domains including how to embed learning in everyday routines and activities.	Describes ways to develop and implement a daily schedule and routine that are appropriate for all children's learning and development. Describes ways to choose a curriculum that includes all domains in Ohio's Early Learning and Development Standards and includes knowledge of individual children and their interests.	Implements and adjusts daily schedules and routine to ensure they are appropriate for all children's learning and development. Plans and implements curriculum and instructional practices based on knowledge of individual children's needs, interests and abilities as determined by assessment information.	Implements strategies to support the children's role in planning curriculum based on the interests, skill levels and potential of each child. Articulates, analyzes, evaluates, and applies current theory and research on design of curriculum in order to support individual and group growth.
The value of play and concrete experiences that are tied to familiar aspects of a child's world.	Recognizes that learning occurs through play and supports and encourages children's participation in a variety of activities.	Incorporates active play in all activities and routines throughout the day and emphasizes the process of creating instead of the end product. Encourages parent input in planning and participating in activities and uses child's home language in daily activities.	Identifies and communicates the skills fostered through play to other adults, including parents. Evaluates the learning environment, <i>teaching strategies</i> and materials to support the learning potential found in play for all children.
The strategies that support language development and early literacy throughout early childhood.	Lists ways to engage children in activities that support language development and early literacy.	Creates an environment and learning experiences that foster language development and early literacy.	Evaluates the environment and learning experiences that foster a culture of language development and early literacy.
The strategies that create a rich environment that fosters curiosity, thinking and problem-solving.	Supports and encourages children's participation in a variety of learning experiences that foster curiosity, thinking and problem-solving.	Integrates various opportunities into the learning environment that support curiosity, thinking and problem-solving for children.	Evaluates the strategies that create an intellectually engaging environment that fosters curiosity, thinking and problem-solving.

Standards:

Ohio Educator Standards

- 4 Teachers plan and deliver effective instruction that advances the learning of each individual student.
- 5 Teachers create learning environments that promote high levels of learning and achievement for all students

ISTE Educator Standards

2.1. Learner Teachers

continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Teachers:

- 2.1.b. Pursue professional interests by creating and actively participating in local and global learning networks.
- 2.1.c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2.5. Designer Teachers

design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Teachers:

- 2.5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
- 2.5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.



2.5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning

