

**COLLEGE
DEPARTMENT OF COMMUNITY REHABILITATION**

GRANDE PRAIRIE REGIONAL

TA 1236: REMEDIAL READING AND MATHEMATICS

WINTER 2003: January 7 to April 17

Class Time: Thursdays 6:00-9:00 p.m.

Credits: 3 (45 hours)

Location: B301

Instructor: **Aum Nicol**
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Office Hours: Tuesdays 11:00 a.m.-12:00 noon

COURSE DESCRIPTION

This course examines the Teacher Assistant's role in supporting children who are experiencing developmental delays in language, literacy and mathematics. Focus is on the use developmentally appropriate/age appropriate instructional strategies and materials that are designed to improve performance and understanding the areas of language development and mathematical reasoning. Prerequisite: CD 1217.

CLASS FORMAT

Learning outcomes will be achieved through lectures, discussions, small group activities, in-class assignments and projects. There may be occasion to bring children into class to practice strategies.

REQUIRED TEXT

Hammecken, Peggy A., (1996) Inclusion: an Essential Guide for the Paraprofessional-Practical Reference Tool for All Paraprofessionals Working in Inclusionary Settings. Minnetonka, Minnesota: Peytral Publications.

COURSE OBJECTIVES: Upon successful completion of this course, the student will be able to:

1. Establish a supportive instructional climate for the learning of fundamental literacy and mathematical skills; a climate which promotes positive attitudes towards reading, writing and mathematics.
2. Work in collaboration with the classroom teacher or other professional to plan and/or implement specific instructional strategies designed to meet the needs of children who are experiencing difficulty with literacy and/or mathematics.
3. Effectively integrate mathematics and literacy learning across the curriculum, emphasizing the practical application of fundamental principles and skills.
4. Demonstrate familiarity with a variety of reading and mathematic programs currently used in Alberta elementary schools and the achievement levels expected for specific grades.

EVALUATION

30% Assignments: Based on readings and lecture/discussions; written and practical. Practical assignments may involve the creation of learning materials for students.

-20% Language Assignments

-10% Math Assignments

10% Demonstrations. Students are required to demonstrate remedial learning strategies.

20% Quizzes

20% Strategy Portfolio/File Box and Reflection Journal.

File box will contain index cards with strategies.

Reflection journal involves writing personal reflections or answers to review questions.

20% Tests: two Unit Tests and one Final Test

Assignments and Tests

Late assignments due to absence will be penalized at 5% per day. For instance, an assignment given a grade of 75% will be awarded 70% for one day past deadline, 65% for 2 days past deadline.

Any student unable to write a test or exam on the date schedule must communicate to the instructor reasons he/she is unable to do so. The instructor reserves the right to determine the validity of the reason. Should it be agreed that the absence is excusable, an alternate date will be set. If a student fails to write on the alternate date, a grade of zero will be awarded.

Grades

9	90-100%	5	57-64%
8	80-89%	4	50-56%
7	72-79%	3	45-49%
6	65-71%	2	26-44%
		1	0-25%

In order to obtain credit for this course, students must achieve a minimum of 57% or a 5.

Rights, Responsibilities and Professionalism of Students

Students are advised to familiarize themselves with their rights and responsibilities as outlined on pages 36 and 37 of the college calendar.

READING UNIT

Course Progression

From Experience to Language Development	Characteristics of Language Development
Five Approaches to Developing Reading	Strengths of each approach

Letter Recognition	
Sight Word Knowledge	
Decoding Skills	Phonemic Awareness: Consonants, Vowels

Decoding: Structural Analysis	Compound words, contractions, prefix/suffix, syllabication, root words
<i>Thematic Units</i>	<i>Literature in Mathematics</i>

Decoding	Using Context Clues, Predicting, Cloze, Reading Recovery, EIR, Shared Reading
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QUIZ

Vocabulary	
Comprehension	Details/facts, sequence and following directions, main ideas, inferences, cause-effect relationship

Active Process of Understanding	Know, Need to Know, Directed Reading, Questioning, Inferences
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Think Aloud	Semantic Mapping, Retelling
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QUIZ

Oral Reading	Story-telling
Fluency	

Story Lesson Sharing	Individual Presentations
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LANGUAGE UNIT REVIEW

MATH CONCEPTS: For the mathematics unit, students will need to bring to class any of the following supplies in ziplock bags or small boxes: beans, nuts, buttons, toothpicks, jewels, cubes, blocks, construction paper, stirring sticks, wooden tongue depressors, rocks, milk cartons, decks of cards (old), tiles, dice, and so on. Students will be grouped so that everyone will contribute something different.

Patterning	
Sorting and Classifying	
Counting on	

Number at Concept Level and Symbolic Level	
Number Sequence	
Number Operations	

QUIZ

Place Value	PEER TEACHING
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QUIZ

Graphing	
Statistics and Probability	
Shape and Space	
Problem Solving Strategies	PEER TEACHING

MATHEMATICS REVIEW

FINAL EXAM	LANGUAGE AND MATH
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Resource Books

Jane and Joanne. Box Cars and One-Eyed Jacks.

Baratta-Lorton, Mary. (1995) Mathematics Their Way: 20th Anniversary Edition. Don Mills, Ontario. Addison-Wesley Alternative Publishing Group

Fountas, Irene C. and SuPinnell- Heinemann, Gay. (1996) Guided Reading: Good First Teaching for All Children. Portsmouth, New Hampshire.

McCracken, Marlene and Robert. (1995) Reading, Writing and Language: A Practical Guide for Primary Teachers. Winnipeg, Manitoba. Peguis Publishers.

Tarasoff, Mary (1993) Reading Instruction that Makes Sense. Victoria , B.C. Active Learning Institute Inc.,