

**GRANDE PRAIRIE REGIONAL COLLEGE  
HUMAN SERVICES DEPARTMENT**

**TA – 1236 Remedial Reading and Math**

|                             |  |
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| <b>Winter 2010</b>          | January 6 to April 14, 2010                                      |
| <b>Credits:</b>             | 3 (45 Hours)   |
| <b>Class Times:</b>         | Monday and Wednesday<br>10:00 a.m. – 11:20 a.m.                  |
| <b>Location:</b>            | J228   |
| <b>Instructor:</b>          | Andrea Wilkinson   |
| <b>Instructor's Office:</b> | E401 – 17  |
| <b>Office Hours:</b>        | Monday/Wednesdays 8:30-9:30 a.m. or by appointment               |
| <b>Phone:</b>               | Office: 780 539 – 2708 or Cell: 780 512 - 5207                   |
| <b>Email:</b>               | <a href="mailto:awilkinson@gprc.ab.ca">awilkinson@gprc.ab.ca</a> |

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**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 of developmentally appropriate/age appropriate instructional strategies and materials that are designed to improve performance and understanding in the areas of language development, literacy, and mathematical reasoning.

**REQUIRED TEXT**

Gursky, Beatrice, (2003) Assisting in the Language Arts Classroom. *Strategies for Paraprofessionals. A handbook of tips and techniques*. Sherwood Park: School Bell Productions.

## **PREREQUISITES**

Prerequisite: CD 1217, or consent of the instructor.

## **ADDITIONAL COSTS**

Students may have additional costs in the form of photocopying, the purchase of presentation supplies, and other related materials.

## **CLASS FORMAT**

Classes will consist of lectures, discussions, small group work, presentations, case studies, and videos.

## **OBJECTIVES**

Students will

- Demonstrate knowledge of emergent literacy and strategies to support further literacy learning.
- Demonstrate knowledge of key concepts, processes and instructional methods in language arts when determining strategies, materials and activities to be used with learners.
- Access credible information on curriculum and appropriate resources to assist and support students in language growth and development.
- Apply and adapt effective strategies to engage, encourage, and support students according to their identified literacy needs.
- Explain the connection between learning theory and mathematics.
- Access and utilize resources to support the provincial math curricula.
- Apply knowledge of various math concepts, processes and instructional methods when determining strategies, materials and activities to be used with learners.
- Identify and demonstrate methods for remediation, adaptation and accommodation in math.

## ASSIGNMENTS, QUIZES, AND GRADING

|             |           |                     |
|-------------|-----------|---------------------|
| <b>GAME</b> | <b>5%</b> | <b>DUE: March 1</b> |
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Students are required to design/create an activity/game that facilitates a child's learning in one of the following areas:

- Letters
- Phonemic awareness
- “Sight” words

Students may choose to complete this assignment individually or with one other person.

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| <b>STRATEGIES BINDER</b> | <b>20%</b> | <b>DUE: March 24</b> |
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Students will be expected to have compiled a “strategies binder” or portfolio that will serve as a resource when working in a classroom. This may consist of a binder with loose-leaf sheets or a file box.

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| <b>MANIPULATIVES KIT</b> | <b>15%</b> | <b>DUE: April 14</b> |
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**There are 2 components to the math manipulatives kit:**

### **Manipulatives**

The kit will contain objects/manipulatives that can be used to demonstrate the math concepts (Patterns and Relationships, Number Sequence and Operations, Shape and Space, Statistics and Probability) we will be covering. Consideration should be given to the characteristics of the objects - color size, shape, length, composition etc. The kit should consist of a large container with smaller containers/zip lock bags inside. Objects/manipulatives may include any of the following: pompoms, beads, pasta (colored), beans, Popsicle sticks, stir sticks, pipe cleaners, string, snap ties, buttons, nuts, jewels, cubes, blocks, rocks, dice, cards, tiles, and pine cones.

### **Written Materials**

The kit will also contain written strategies/resources that will facilitate a student's learning in the following areas:

- Early Numeracy
- Patterns and Relationships,
- Number Sequence and Operations,
- Shape and Space,
- Statistics and Probability

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| <b>QUIZ #1</b> | <b>20%</b> | <b>DUE: January 28</b> |
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| <b>QUIZ #2</b> | <b>20%</b> | <b>DUE: March 17</b> |
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| <b>QUIZ #3</b> | <b>20%</b> | <b>DUE: April 14</b> |
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## GRADING POLICIES

Final grades will be assigned using a **LETTER GRADING** system with a **FOUR-POINT SCALE** of numerical equivalents for calculating grade point averages.

| Descriptor   | Letter Grade | Point |
|--------------|--------------|-------|
| Excellent    | A+           | 4.0   |
|              | A            | 4.0   |
|              | A-           | 3.7   |
| Good         | B+           | 3.3   |
|              | B            | 3.0   |
|              | B-           | 2.7   |
| Satisfactory | C+           | 2.3   |
|              | C            | 2.0   |
|              | C-           | 1.7   |
| Poor         | D+           | 1.3   |
| Minimal Pass | D            | 1.0   |
| Failure      | F            | 0.0   |

## STUDENT SUPPORT

The Learning Center is available to assist students with written assignments. The center is located in room F215 and the contact number is 539-2957. If you have difficulty understanding a particular concept or have any other concerns regarding the course, please do not hesitate to discuss this as soon as possible with the instructor.

## RIGHTS, RESPONSIBILITIES AND PROFESSIONALISM

Students are advised to familiarize themselves with their rights and responsibilities as outlined in the College calendar. Please refer to the College policy on Plagiarism and Cheating (pages 48 and 49).

## ATTENDANCE

Studies have found a correlation between attendance and final grades. Student will be responsible for content covered, assigned readings, and for any announcements that will be made in class. If a student is unable to attend a particular class, it will be her/his responsibility to find out what was missed. For optimal learning and readiness for class participation, students should read the assigned chapter and articles before coming to class on the dates indicated on the class schedule.

## ASSIGNMENT REQUIREMENTS

1. Students are responsible to submit assignments **ON** or **BEFORE** the date they are due. Assignments will be considered late if not **initialed and dated** by the admin for Human Services by 4:30 p.m. on the due date. Late assignments will be penalized at a rate of 10% per week beginning on the 1<sup>st</sup> day after the due date.

Due to limited class time, the Manipulatives Assignment must be done on the assigned day. A grade of 0 will be given if not completed on the assigned date.

2. Unless stated otherwise, assignments must be typed, double-spaced and have at least one inch margins on sides, top and bottom to permit instructor comments. They must be printed on only one side of the page. Spelling and grammar will be considered in grading. APA formats must be used. (Please see rubrics)

With the exception of assignments completed in class, all assignments must have a cover page indicating:

- student name
- course name, and number
- assignment name
- instructor's name
- assignment due date
- and date assignment submitted if different from the due date

*You are advised to keep either a hard copy or an electronic copy of everything you submit. It is also recommended that you back up your electronic copies as you are working on assignments.*

## CELL PHONES AND ELECTRONIC EQUIPMENT

Cell phones and other electronics are to be turned off during class. Texting during class is not only socially considered rude, it can result in a mark of absence for the day. If you need to make a phone call OR are expecting a call, please do me the courtesy of informing me **BEFORE** the class begins for the day. Cell phones and other electronics are not to be brought into exams.

## **LEARNING ENVIRONMENT**

The classroom learning environment is created by joint effort between students and the instructor. If we work together, we can make classes more enjoyable and productive.

- Stay on topic.
- Avoid personal and private conversations.
- Ask for clarification whenever you need it.
- Participate in small group and large group class discussions and ensure others get equal opportunity to participate as well.
- Come prepared for class. Having your readings completed and assignments done on time will help with the understanding of topics discussed and assist you in knowing what questions to ask and/or prepare you to participate in class discussions.

## TENTATIVE CLASS SCHEDULE

| Date           | Topic   | Reading  | Test/Assignment                                   |
|----------------|---|--|---|
| Jan. 6         | Introduction<br><br>Learning Styles                                   | G (7-16)   |   |
| Jan. 11        | Emergent Literacy   | (G 4 – 5, 37 – 43, 132)                                | <b>I will hand out complete assignment packet</b> |
| Jan. 13        | Emergent Literacy   | (CM 3-6)   |   |
| Jan. 18        | NO Class – rescheduled  |  |   |
| Jan. 20        | NO Class – rescheduled  |  |   |
| Jan. 25        | NO Class - rescheduled  |  |   |
| Jan. 26        | Emergent Literacy<br>Finger Plays                                     |  |   |
| Jan. 28        | Curriculum Strands/concepts   |  | <b>QUIZ</b>                                       |
| Feb. 2         | Listening   | (G 132 –138, ch 6)                                     |   |
| Feb. 4         | Decoding – Letter Identification                                      | (CM 6-14)  |   |
| Feb. 9         | Decoding - Phonemic Awareness<br>Decoding – Sight words Picture clues | (G 65-66, CM 14-23)<br><br>(CM 25-35)<br><br>(CM35-37) |   |
| Feb. 11        | Decoding      Phonics   | (G 63 – 68, CM 37-46)                                  |   |
| <b>Feb. 15</b> | <b>Family Day – No Class</b>  |  |   |
| Feb. 17        | Vocabulary  | (G 69, 76-82)  |   |
| Feb. 22        | Vocabulary  | (CM 53 – 80)   |   |
| Feb. 24        | Comprehension   | (G 52 – 55, 88-95, 105-106)                            |   |
| March 1        | Comprehension   | (CM 115 – 162)   | <b>GAMES</b>                                      |
| March 3        | Fluency   | (G 126 – 132, CM 89 – 95)                              |   |

|                 |  |                                |                                     |
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|                 |  |                                |                                     |
| <b>March 8</b>  | <b>Winter Break – No Class</b>                         |                                |                                     |
| <b>March 10</b> | <b>Winter Break – No Class</b>                         |                                |                                     |
| March 15        | Spelling and Writing                                   | (G 15 1- 156)<br>(G 141 - 151) |                                     |
| March 17        | Catch – up/Review                                      |                                | <b>QUIZ</b>                         |
| March 22        | Early Numeracy   |                                |                                     |
| March 24        | Curriculum Strands/concepts                            |                                | <b>BINDER</b>                       |
| March 29        | Patterning<br>Sorting and Classifying                  |                                |                                     |
| March 31        | Counting On<br>Number at concept level, symbolic level |                                |                                     |
| April 5         | Number Sequence<br>Number Operations                   |                                |                                     |
| April 7         | Place Value<br>Graphing<br>Statistics<br>Probability   |                                |                                     |
| April 12        | Shape and Space<br>Problem Solving Strategies          |                                |                                     |
| April 14        |  |                                | <b>QUIZ</b><br><b>MANIPULATIVES</b> |

Although the instructor feels that all the material in the textbook is important and interesting, **limited class time prevents discussion of all the material covered in the text.** You are responsible for learning textbook material that is not discussed in class.