

GRANDE PRAIRIE REGIONAL COLLEGE

DEPARTMENT OF HUMAN SERVICES

TA 1236 REMEDIAL READING AND MATH

COURSE OUTLINE

WINTER 2007	January 4 to April 12, 2007
CLASS TIME:	Tuesday and Thursday 10:00 - 11:20
CLASS LOCATION:	A209
CREDITS:	3 (45 hours)
INSTRUCTOR:	Terrah Lindsay B.Sc., M.S.
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OFFICE HOURS:	

Please feel free to call me at home: although I work part-time at the college, I like to be accessible on a full-time basis!

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. Prerequisite: CD 1217

CLASS FORMAT

Students will be engaged in active learning, and classes will include a mixture of lecture, discussion, small group work, guest speakers and audio-visual materials.

COURSE 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.

REQUIRED TEXT

Crawley, Sharon J. and Merritt, King (2004) Remediating Reading Difficulties. McGraw Hill.

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

SUGGESTED SUPPLEMENTAL READINGS/RESOURCES

Put Reading First

The Research Building Blocks for Teaching Children to Read.

A Child Becomes a Reader (Birth Through Preschool)

A Child Becomes a Reader (K - 3)

Available on reserve at the library and/or visit

<http://www.nifl.gov/partnershipforreading/publications>

Alberta Program of Studies for English Language Arts K - 9.

http://wwwlearning.gov.ab.ca/k_12curriculum/bySubject/enlsh/elaK-9.pdf

Western Canadian Protocol for

STUDENT EVALUATION

ATTENDANCE/PARTICIPATION 10%

QUIZZES

EMERGENT LITERACY	10%	January 18
READING	25%	March 13
MATH	15%	April 12

ASSIGNMENTS

GAME	5%	February 15
STRATEGIES BINDER	20%	March 20
MANIPULATIVES KIT	15%	April 13

Grade	Descriptor
A + A	Excellent
A - B+	First Class Standing
B B -	Good
C + C C -	Satisfactory
D + D	Poor
F	Failure

In order to obtain credit for this course students must achieve a minimum of a "D+"

PROFESSIONALISM

1. **Attendance** - Students 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 are advised to attend class regularly and should complete their homework (readings, resource searches) prior to class.
2. **Late Policy** - Assignments must be submitted by 4:00 p.m. **ON** or **BEFORE** the date they are due. **Late** assignments will be **penalized** at a rate of **5% per day**. For example an assignment graded at 75% would be credited 70% after one day late, 65% after two days, etc.
3. **Quizzes** - any student unable to write quiz on the date scheduled must communicate to the instructor the reason 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.
4. **Student Conduct** - Please familiarize yourself with pages 43 to 48 of The Grande Prairie Regional College 2006-2007 Calendar.

ATTENDANCE

10%

To obtain marks in this section, students are required to:

Attend class (and come on time),

Participate in small group activities,

Read assigned readings

Complete "homework" (find resources, visit specified websites).

Attend the Teacher's Assistant Conference on March 8 in Grande Prairie and provide a written summary. The written summary will include a session summary and a brief explanation of how the information will be useful/pertinent to the student. The summary is due March 13.

Share strategies/resources * for the following topic areas:

Time will be provided during each class for sharing

Literacy

Finger plays/nursery rhymes

Reading

Letter identification

fluency

Phonemic awareness

writing

Phonics

spelling

(Sight words)

listening

Vocabulary

Comprehension

*Students are expected to share one strategy/resource for a minimum of 6 topic areas. The last day for sharing will be March 6.

Numeracy/Math

Patterns and Relationships

Number Sequence and Operations,

Shape and Space,

Statistics and Probability

*Students are expected to share one strategy/resource for each of the topic areas. The last day for sharing will be April 10.

Students will be given time off from their March 8 classes in order that they may attend the Teacher's Assistant Conference on March 8. The conference is also on March 9.

ASSIGNMENTS

GAME

5%

DUE: February 15

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.

Marking guidelines will consider the following:

What is the desired outcome of the activity? Does it meet the "goal"?

Is the game: fun? interesting? age-appropriate? Durable? Professional?

Does the game: facilitate learning? Have instructions? Allow for modifications?

Please keep in mind that the purpose of this game is to facilitate children's learning, children should NOT be penalized for a wrong answer.

STRATEGIES BINDER

20%

DUE: March 20

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.

The binder/portfolio should include:

A table of contents or a guide/overview for using

Different sections for different types of strategies:

Emergent Literacy

Cirriculum Strands/Expectations

Language Arts

Reading -- Letter Identification*, Phonemic Awareness*,
Phonics*, Comprehension, Vocabulary, Fluency (*Decoding)

Speaking

Listening

Writing (Printing), Spelling

Strategies/references covered in class plus additional ones.

Marking Guide

Organization

Table of contents

Sections

Headings/colors

Easy to use

Readable/professional

Content

Strategies covered in class

*Additional strategies (from the Internet, texts,
magazines, contact people)*

*Content will also be marked on the perceived amount of
work put into the resource.*

Late binders will be penalized 5% /day. Extensions will not be granted.

MANIPULATIVES KIT

15% DUE: April 13

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

Each area should include the Curriculum Strands/Expectations as well as some strategies/games to facilitate learning.

Marking guidelines will consider the following: Does the kit contain a variety of objects? Are they fun? Interesting? Age-appropriate? Durable? Facilitate learning of the above areas? Is the box organized in a professional manner?

March 15 (R)	Wendy Feschuk - Examples from the classroom	
March 20 (T)	Early Numeracy	BINDER
March 22 (R)	Curriculum Strands/concepts	
March 27 (T)	Patterning Sorting and Classifying	
March 29 (R)	Counting On Number at concept level, symbolic level	
April 3 (T)	Number Sequence Number Operations	
April 5 (R)	Place Value Graphing Statistics Probability	
April 10 (T)	Shape and Space Problem Solving Strategies	
April 12 (R)	Guest Speaker	QUIZ 10:00 - 11:00
April 14 (F)		MANIPULATIVES