

# GRANDE PRAIRIE REGIONAL COLLEGE

## DEPARTMENT OF HUMAN SERVICES

### TA 1236 REMEDIAL READING AND MATH

#### COURSE OUTLINE

<b>WINTER 2008</b>	January 8 to April 11, 2008
<b>CLASS TIME:</b>	Tuesday 6:00 - 8:50
<b>CLASS LOCATION:</b>	B304
<b>CREDITS:</b>	3 (45 hours)
<b>INSTRUCTOR:</b>	Terrah Lindsay B.Sc., M.S.
<b>OFFICE:</b>	E401 (the back corner)
<b>PHONE:</b>	539-2047 538-3872 (home)
<b>EMAIL:</b>	<a href="mailto:tlindsay@gprc.ab.ca">tlindsay@gprc.ab.ca</a>
<b>OFFICE HOURS:</b>	

*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, or consent of the instructor.

## **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**

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

## **ADDITIONAL COSTS**

Costs will also be incurred by the students for the following:

Photocopying/printing resources for strategies binder and math kit.

Purchasing small, \$ store items for manipulatives kit.

Attending Teacher Assistant conference (student rate is typically given)

## **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 Learning Website

LearnAlberta.ca

Telus2Learn

## STUDENT EVALUATION

ATTENDANCE/PARTICIPATION 10%

### QUIZZES

EMERGENT LITERACY	10%	January 22
READING	25%	March 11
MATH	15%	

To be scheduled at a mutually agreeable time.

### ASSIGNMENTS

GAME	5%	February 15
STRATEGIES BINDER	20%	March 18
MANIPULATIVES KIT	15%	April 11

Letter Grade	Numerical Grade	Percentage
A+	4.0	90-100
A	4.0	85-89
A-	3.7	80- 84
B+	3.3	76-79
B	3.0	73-75
B-	2.7	70-72
C+	2.3	67-69
C	2.0	64-66
C-	1.7	60-63
D+	1.3	55-59
D	1.0	50-54
F	0.0	0-49

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 47 the Grande Prairie Regional College 2007-2008 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 6 in Grande Prairie and provide a written summary. The written summary will include a brief description of the sessions attended and a brief explanation of how the information will be useful/pertinent to the student. The summary is due March 13. You will have no practicum that day and your HS 2440 class will be cancelled. The conference is also on March 9.

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

Phonemic awareness

Phonics

(Sight words)

Vocabulary

Comprehension

Fluency

Writing

Spelling

Listening

\*Students are expected to share one strategy/resource for a minimum of 6 topic areas. The last day for sharing will be March 4.

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 8.

## 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 18**

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

Curriculum 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 /50******Organization /10***

*Table of contents*

*Sections*

*Headings/colors*

*Easy to use*

*Readable/professional*

***Content /40***

*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 11

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?*

## Class Schedule

Jan. 8	Introduction Learning Styles (G 7 - 15) Emergent Literacy (G 4 - 5, 37 - 43, 132)	
Jan. 15	Emergent Literacy Finger Plays	
Jan. 22	Curriculum Strands/concepts Listening (G 132 -138, ch 6)	<b>QUIZ- 6:00 - 6:30</b>
Jan. 29	Decoding Letter Identification Decoding Phonemic Awareness (G 65-66, 83) Decoding Sight words	
Feb. 5	Decoding Picture clues Phonics (G 63 - 68)	
Feb. 12	Vocabulary (G 69, 76-82)	<b>GAMES (February 15)</b>
Feb. 19	Reading Week	
Feb. 26	Comprehension (G 45 - 55, 88-106)	
March 4	Fluency (G 126 - 132) Spelling (G 15 1- 156) and Writing (G 141 - 151, 156-159)	
March 6	Teacher Assistant Conference	
March 11	Wendy Feschuck, examples from the classroom	<b>QUIZ- 6:00 - 6:30</b>  <b>Conference Summaries (March 13)</b>
March 18	Early Numeracy Curriculum Strands/concepts	<b>BINDER (March 18)</b>

March 25 Patterning  
Sorting and Classifying  
Counting On  
Number at concept level, symbolic level

April 1 Number Sequence  
Number Operations

April 8 Place Value  
Graphing  
Statistics  
Probability  
Shape and Space  
Problem Solving Strategies

**MANIPULATIVES** (April 11)