

GRANDE PRAIRIE REGIONAL COLLEGE

DEPARTMENT OF HUMAN SERVICES

TA 1236 REMEDIAL READING AND MATH

COURSE OUTLINE

WINTER 2009	January 6 to April 14, 2009
CLASS TIME:	Monday/Wednesday 10:00 - 11:20
CLASS LOCATION:	B201
CREDITS:	3 (45 hours)
INSTRUCTOR:	Terrah Lindsay B.Sc., M.S.
OFFICE:	H134
PHONE:	539-2047
EMAIL:	tlindsay@gprc.ab.ca
OFFICE HOURS:	Monday/Wednesday 9:00 - 10:00 OR by appointment and/or drop-in

I work part-time which means I am frequently away from my office. I check my e-mail on a daily 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.

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 5%

QUIZZES

EMERGENT LITERACY	15%	January 21
READING	25%	March 11
MATH	15%	April 14

ASSIGNMENTS

GAME	5%	February 25
STRATEGIES BINDER	20%	March 18
MANIPULATIVES KIT	15%	April 15

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. It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to, treating others with dignity and respect. Cell phones are to remain off; using your cell phone during class to talk/text is not appropriate.
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 47 to 51 the Grande Prairie Regional College 2008-2009 Calendar.

ATTENDANCE/PARTICIPATION

5%

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).

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 25

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 15

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. 7 (W)	Introduction Learning Styles (G 7 - 15)
Jan. 12 (M)	Emergent Literacy (G 4 - 5, 37 - 43, 132)
Jan. 14 (W)	Emergent Literacy (CM 3-6)
Jan. 19 (M)	Emergent Literacy Finger Plays
Jan. 21 (W)	Curriculum Strands/concepts QUIZ- 10:00 - 10:30
Jan. 26 (M)	Listening (G 132 -138, ch 6)
Jan. 28 (W)	Decoding - Letter Identification (CM 6-14)
Feb. 2 (M)	Decoding - Phonemic Awareness (G 65-66, CM 14-23) Decoding - Sight words (CM 25-35) Picture clues (CM35-37)
Feb. 4 (W)	Decoding Phonics (G 63 - 68, CM 37-46))
Feb. 9 (M)	Vocabulary (G 69, 76-82)
Feb. 11 (W)	Vocabulary (CM 53 - 80)
<i>Feb. 16/18</i>	<i>Reading Week</i>
Feb. 23 (M)	Comprehension (G 52 - 55, 88-95, 105-106)
Feb. 25 (W)	Comprehension (CM 115 - 162) GAMES
March 2 (M)	Fluency (G 126 - 132, CM 89 - 95)
March 4 (W)	Spelling (G 151- 156) and Writing (G 141 - 151)
<i>March 5/6</i>	<i>Teacher Assistant Conference</i>

March 9 (M)	Catch - up/Review	
March 11 (W)		QUIZ Teacher Assistant Conference Summaries
March 16 (M)	Early Numeracy	
March 18 (W)	Wendy Feschuk Examples from the classroom	BINDER
March 23 (M)	Curriculum Strands/concepts	
March 25 (W)	Patterning Sorting and Classifying	
March 30(M)	Counting On Number at concept level, symbolic level	
April 1 (W)	Number Sequence Number Operations	
April 6 (M)	Place Value Graphing Statistics Probability	
April 8 (13)	Shape and Space Problem Solving Strategies	
April 12 (R)		QUIZ
April 15 (W)		MANIPULATIVES