



## DEPARTMENT OF HUMAN SERVICES

### COURSE OUTLINE – WINTER 2012 TA 1236 A3 – REMEDIAL READING AND MATH

*"To be recognized for educational excellence in the fields of early learning & child care and educational assistant training."*

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**OFFICE HOURS:** Tuesdays and Thursdays 11:30 – 12:30  
*Please feel free to contact me by e-mail at any time.*

**PREREQUISITE(S)/COREQUISITE:**  
HS 1217 or consent of instructor

**REQUIRED TEXT/RESOURCE MATERIALS:**  
Reithaug, D. (2002). *Orchestrating Success in Reading*. Stirling Head Enterprises.

**CALENDAR 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.

**CREDIT/CONTACT HOURS:**  
3 credits/45 hours

**ADDITIONAL COSTS**  
Costs will also be incurred by the students for the following:  
    Photocopying/printing resources for game and math strategies.  
    Purchasing small, \$ store items for manipulatives kit.

**DELIVERY MODE(S):**

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.

**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.

**TRANSFERABILITY:**

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

**GRADING CRITERIA:**

<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>			
<b>GRADING CONVERSION CHART</b>			
<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>	<b>Designation</b>
<b>A<sup>+</sup></b>	<b>4.0</b>	<b>90 – 100</b>	<b>EXCELLENT</b>
<b>A</b>	<b>4.0</b>	<b>85 – 89</b>	
<b>A<sup>-</sup></b>	<b>3.7</b>	<b>80 – 84</b>	<b>FIRST CLASS STANDING</b>
<b>B<sup>+</sup></b>	<b>3.3</b>	<b>77 – 79</b>	
<b>B</b>	<b>3.0</b>	<b>73 – 76</b>	<b>GOOD</b>
<b>B<sup>-</sup></b>	<b>2.7</b>	<b>70 – 72</b>	
<b>C<sup>+</sup></b>	<b>2.3</b>	<b>67 – 69</b>	<b>SATISFACTORY</b>
<b>C</b>	<b>2.0</b>	<b>63 – 66</b>	
<b>C<sup>-</sup></b>	<b>1.7</b>	<b>60 – 62</b>	
<b>D<sup>+</sup></b>	<b>1.3</b>	<b>55 – 59</b>	<b>MINIMAL PASS</b>
<b>D</b>	<b>1.0</b>	<b>50 – 54</b>	
<b>F</b>	<b>0.0</b>	<b>0 – 49</b>	<b>FAIL</b>
<b>WF</b>	<b>0.0</b>	<b>0</b>	<b>FAIL, withdrawal after the deadline</b>

**The last date to withdraw with permission is March 6, 2012.**

## EVALUATIONS:

ATTENDANCE/PARTICIPATION 10%

## QUIZZES

EMERGENT LITERACY 15%  
READING 30%  
MATH 20%

## ASSIGNMENTS

GAME 10%  
MANIPULATIVES KIT 15%

## STUDENT RESPONSIBILITIES:

Assignments are due the dates stated above.

Quizzes are to be written the dates stated above.

ALL of the above must be completed in order to pass the course.

It is your responsibility to become familiar with the basic student rights and responsibilities found in the College calendar.

<http://www.gprc.ab.ca/programs/calendar> or  
<http://www.gprc.ab.ca/about/administration/policies/>

Students are responsible for missed class time, including the gathering of resources handed out during 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.***

## STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

\*\*Note: all Academic and Administrative policies are available on the same page.

**ATTENDANCE/PARTICIPATION**

**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).

Share strategies/resources \* for the following topic areas:

Literacy

Finger plays/nursery rhymes

Reading

Letter identification

Comprehension

Phonemic awareness

Fluency

Phonics

Writing

(Sight words)

Spelling

Vocabulary

Listening

Numeracy/Math

Patterns and Relationships

Number Sequence and Operations,

Shape and Space,

Statistics and Probability

Please note: absences in excess of 20% of the course total will result in a “0” for the attendance/participation mark.

## ASSIGNMENTS

GAME

10%

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.*

**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?***

## **COURSE SCHEDULE/TENTATIVE TIMELINE:**

- Jan. 10 (T)** Introduction  
Learning Styles
- Jan. 12 (R)** Learning Styles  
Emergent Literacy
- Jan. 17 (T)** Emergent Literacy
- Jan.19 (R)** Emergent Literacy  
Finger Plays
- Jan. 24 (T)** Curriculum Strands/concepts
- Jan. 26 (R)** Listening **QUIZ**
- Jan. 31 (T)** Phonemic Awareness *Text pages 97 - 158*
- Feb. 2 (R)** Phonemic Awareness
- Feb. 7 (T)** Phonemic Awareness
- Feb. 9 (R)** Phonics/Letter Identification *Text pages 163 - 264*
- Feb. 14 (T)** Phonics
- Feb. 16 (R)** Phonics
- Feb. 21/23** Reading Week
- Feb. 28 (T)** Fluency *Text pages 269-340* **GAME DUE**
- March 1 (R)** Vocabulary *Text pages 343 – 420* Class at 10-11:20



**March 6 (T)** Vocabulary

**March 8 (R)** Comprehension *Text pages 421-502*

**March 13 (T)** Comprehension

**March 15(R)**Spelling Writing

**March 19 (M)**

**QUIZ**

**March 20 (T)** Early Numeracy

**March 22 (R)** Curriculum Strands/concepts

**March 27 (T)** Patterning  
Sorting and Classifying

**March 29 (R)** Number at concept level, symbolic level  
Counting On  
Number Sequence, Number Operations

**April 3/6** No class

**April 10 (T)** Measurement Place Value  
Shape and Space  
Probability            Statistics  
Graphing  
Problem Solving Strategies

**April 12 (R)**

**QUIZ**

**April 13 (F)**

**MANIPULATIVES KIT DUE**

**Please Note:**

In February, Tuesday classes will start at 12:30.

Your class on March 1<sup>st</sup> will be scheduled from 10:00 – 11:20 (I am switching class times with Theresa).

Your quiz on Reading will be scheduled on Monday, March 19 from 8:30 – 10:00.