

GRANDE PRAIRIE REGIONAL COLLEGE

DEPARTMENT OF HUMAN SERVICES

TA 1236 REMEDIAL READING AND MATH

COURSE OUTLINE

WINTER 2004	January 7 to April 14, 2004
CLASS TIME:	Monday and Wednesday 1:00 - 2:20
CLASS LOCATION:	Portable E
CREDITS:	3 (45 hours)
INSTRUCTOR:	Terrah Lindsay B.Sc., M.S.
OFFICE:	H134
PHONE:	539-2047 538-3872 (home)
EMAIL:	tlindsay@gprc.ab.ca
OFFICE HOURS:	Mondays and Wednesdays 12:00 - 1:00 pm, as well, students are welcome to drop by.

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 the areas of language development 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:

pre literacy and numeracy skills

curriculum requirements for language arts and math

ways to support students in math and literacy learning

a variety of reading approaches

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.

STUDENT EVALUATION

ATTENDANCE/PARTICIPATION	10%	
QUIZZES		
REMEDIAL READING	15%	March 8
MATH	15%	April 14
ASSIGNMENTS (5% each)	30%	
Design/create a game to teach: Letters Phonemic awareness "Sight" words		February 23
Manipulatives Kit		March 10
Power of 10		March 17
Visit Class		April 12
STRATEGIES BINDER/PORTFOLIO	30%	April 16

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 "C-".

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 38 to 42 of The Grande Prairie Regional College 2003-2004 Calendar.

ATTENDANCE

To obtain marks in this section, students are required to attend class (come on time), participate in small group activities, share strategies/resources, read assigned readings, complete "homework" (find resources, visit websites).

ASSIGNMENTS

Students are required to design/create three activities/games that facilitate teaching:

Letters

Due: February 23

Phonemic awareness

"Sight" words

Manipulatives

Due: March 10

Students need to organize a "manipulatives" kit. The kit will contain objects/manipulatives that can be used to demonstrate the math concepts 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/ziplock 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, pine cones.

Power of 10

DUE: March 17

Students will create their own "Power of 10" set

Visit Class

DUE: April 12

Students are required to spend at least 80 minutes in a classroom (Kindergarten - grade 3) to observe/assist students involved in Language Arts or Math activities.

Students need to provide written summaries that include:

Date, class/grade, activity students were involved in, strategies that were used to facilitate student learning, and 3 "AHA's" that you want to remember for when you are in the classroom.

Students can arrange to visit a classroom on their own, or they may contact Aum Nicol at St Clement.

Aum's contact information: 402-3206 (home), 532-4698 (school)

Aum teaches Monday, Thursday, and Friday mornings and all day Tuesday and Wednesdays.

Visits are to be arranged between March 22 and April 12.

STRATEGIES BINDER/PORTFOLIO 30% DUE: April 16 (F)

By the end of the course 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 with index cards.

The binder/portfolio should include:

A table of contents or a guide/overview for using

Different sections for different types of strategies:

Language Arts

Reading - decoding, comprehension, other

Speaking

Listening

Writing, Spelling

Math

Numbers

Patterns and Relationships

Shape and Space

Statistics and Probability

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.

Class Schedule

Jan. 7 (W)	Introduction
Jan. 12 (M)	Learning Styles
Jan. 14 (W)	Early Literacy - Emergent Reading Reading Theories, concepts/terms
Jan. 19 (M)	Finger Plays Chris Burrough
Jan. 21 (W)	Curriculum Strands/concepts
Jan. 26 (M)	Listening
Jan. 28 (W)	Decoding
Feb. 2 (M)	Decoding
Feb. 4 (W)	Decoding
Feb. 9 (M)	Comprehension
Feb. 11 (W)	Comprehension
Feb. 16/18	Reading Week
Feb. 23 (M)	Fluency Assignment - Letters/phonemic awareness/sight words
Feb. 25 (W)	Spelling
March 1 (M)	Writing
March 3 (W)	Review
March 8 (M)	Quiz
March 10 (W)	Early Numeracy Skills/Experience Assignment - math manipulatives

March 15 (M)	Curriculum Strands/concepts	
March 17 (W)	Patterning Sorting and Classifying Assignment - Power of 10	
March 22 (M)	Counting On Number at concept level, symbolic level	
March 24 (W)	Number Sequence Number Operations	
March 29 (M)*	Place Value Graphing	Aum Nicol
March 31 (W)	Examples from the classroom	Wendy Feschuk
April 5 (M)*	Statistics Probability	Aum Nicol
April 7 (W)	Problem Solving Strategies	
April 12 (M)	Misc. Strategies Review Assignment - classroom visit	
April 14 (W)	Quiz	
April 16 (F)	Strategies binder/portfolio due	

*Aum is available to speak with us at 12:30, please come to class early those dates.