



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – WINTER 2011

TA 1236 REMEDIAL READING AND MATH

INSTRUCTOR: Terrah Lindsay
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OFFICE HOURS: M/W 9:00 – 10:00

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

REQUIRED TEXT/RESOURCE MATERIALS:

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

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. Prerequisite: CD 1217, or consent of the instructor.

CREDIT/CONTACT HOURS: 3 credits/45 hours

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.

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.

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.

STUDENT EVALUATION

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

ATTENDANCE/PARTICIPATION **5%**

QUIZZES

EMERGENT LITERACY	15%	January 24, 6:00 – 6:30
READING	25%	March 18 (Friday), 12:30 – 2:30
MATH	15%	April 13 (Wednesday), 9:00 – 11:00

ASSIGNMENTS

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

STUDENT RESPONSIBILITIES:

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 be used outside of class time.

It is your responsibility to become familiar with the basic student rights and responsibilities found in the College calendar. Students are responsible for missed class times, including the gathering of resources handed out during class.

STATEMENT ON PLAGIARISM AND CHEATING:

Please refer to pages 49-50 of the College calendar regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

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)
 - Comprehension
 - Fluency
 - Vocabulary
 - Spelling

*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 18

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.

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

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.

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. 10	Introduction Learning Styles (G 7 – 15) Emergent Literacy (G 4 – 5, 37 – 43, 132)	
Jan. 17	Emergent Literacy Finger Plays	
Jan. 24	Curriculum Strands/concepts Listening (G 132 –138, ch 6)	QUIZ – 6:00 - 6:30
Jan. 31	Letter Identification Phonemic Awareness (G 65-66, 83) Sight words	
Feb. 7	Picture clues Phonics (G 63 – 68)	
Feb. 14	Vocabulary (G 69, 76-82)	GAMES (February 18)
Feb. 21	Reading Week	
Feb. 28	Comprehension (G 45 – 55, 88-106)	
March 7	No Class	No Class
March 14	Fluency (G 126 – 132) Spelling (G 15 1- 156) and Writing (G 141 – 151, 156-159)	
March 18		QUIZ 12:30 – 2:30
March 21	Early Numeracy Curriculum Strands/concepts	
March 28	Patterning Sorting and Classifying Counting On	BINDER (March 25)

April 4 Number at concept level, symbolic level
 Number Sequence
 Number Operations

April 11 Measurement
 Place Value
 Graphing
 Statistics
 Probability
 Shape and Space
 Problem Solving Strategies

April 13

QUIZ 9:00 – 11:00

MANIPULATIVES (April 15)