



## DEPARTMENT OF HUMAN SERVICES

### COURSE OUTLINE – WINTER 2015 TA 1236 – REMEDIAL READING AND MATH

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

**INSTRUCTOR:** Terrah Lindsay                      **PHONE:** 780 539 2047  
**OFFICE:** H134    **E-MAIL:** tlindsay@gprc.ab.ca

**OFFICE HOURS:** Tuesday 9:00 – 10:00, Thursday 9:00 – 10:00  
*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.  
Please bring your text to class starting in February.  
Additional readings will be available on Moodle.

**CALENDAR DESCRIPTION:**  
This course examines the Educational 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:  
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 7, 2014.  
 In order to obtain credit for this course, students must achieve a minimum of a “C-”

## **EVALUATIONS: How do you get marks?**

### **QUIZZES**

Math	15%	January 29
Emergent Literacy Curriculum Phonemic Awareness	*	February 26
Phonics	*	March 19
Vocabulary Fluency Comprehension Spelling Writing	*	April 9

\*These 3 areas will account  
for 35% of your grade.

### **ASSIGNMENTS**

IN CLASS (Including text questions)	10%	
GAME	10%	March 12
PINTEREST Digital resource binder	10%	April 9
MANIPULATIVES KIT Presentation	15%	March 16

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.

## STUDENT RESPONSIBILITIES:

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

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

## ASSIGNMENTS

### **In class assignments      10%**

A variety of in class activities will be marked; these will include application exercises, reflection exercises, and group activities. If you are absent from class you will not have the opportunity to complete the work.

Questions based on the text *Orchestrating Success in Reading* will be part of this.

Questions will be given for each unit or topic; there are 5 units in total, phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The purpose of the questions is to serve as a sort of a “road map” for the text, to enhance student knowledge

It is expected that the questions for each unit will be submitted the day of the quiz. Some class time will be provided for students to work on these.

Additionally, you will be expected to check into moodle on a weekly basis and complete any assignments/readings posted.

**GAME****10%****DUE: March 12**

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.*

## **PINTEREST**

**10%**

**DUE: April 9**

### **Digital Resource Binder**

Create a Pinterest board that will serve as a digital resource for reading and math strategies to support learners.

You will need to:

Set up a Pinterest board

Follow the guidelines as outlined by Pinterest

Set up topic areas (or sub boards) for the following topics:

- \*Finger plays/nursery rhymes
- \*Phonemic awareness
- \*Letter identification/alphabet
- \*Phonics
  - Phonics
  - Sight words
- \*Fluency
- \*Vocabulary
- \*Comprehension
- \*Spelling
- \*Writing

*Provide at least 15 pins for each of the above areas.*

- \*Patterns and Relationships
- \*Number Sequence and Operations,
- \*Shape and Space,
- \*Statistics and Probability

*Provide at least 10 pins for each of the above areas.*

#### **Marking guidelines:**

*Did you follow the guidelines of Pinterest? Did you provide the # of pins/topic requested?  
Appropriateness of pins? Are the sites chosen likely to be used? Are the sites "reputable"?*

**A) 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.

*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?*

**B) Presentation – time limit 10 minutes.**

*This portion may be completed on your own, or with a partner.*

Pick 2 objectives\* from each strand and demonstrate how you would facilitate achievement of each objective using your manipulatives kit

- 1 objective from K, grades 1, or 2,
- 1 objective from grades 3, 4 or 5.

Provide a handout for the class. Powerpoint is optional.

*Marking guidelines will consider the following: Is the objective clear? Is the activity fun? Interesting? Does the student communicate clearly to their peers? Is there a **handout** and a powerpoint to accompany the presentation?*





