

MORAVIAN COLLEGE
Literacy for the Elementary Classroom, part 2
Education 326 A, B & Z
Spring 2006

Dr. Connie Unger
Office 322: 610.625.7902 or
610.861.1558
Home: 610.262.4176
ungerc@moravian.edu
Office Hours: By appointment
Mon. & Wed. 10:00-11:30
Mon. & Wed. 2:30-4:00, Thurs. 5:30-6:30

Mrs. Lynn Malok
NEW Academic Building –Office 319
Office 610.861.1558
Home 610.657.1977
lmalok@moravian.edu
Office Hours: By appointment
Mon & Wed. 10:00-11:00

Education 326 is a four-credit course. It is designed to introduce the preservice teacher to the theory and practice of literacy instruction including current research in language and cognition, and the implications for teaching listening, speaking, reading, writing, and visual representation. The structure of the class will enable everyone to actively participate in classroom teaching. An equally important purpose is to open up the world of children's books to the prospective teacher, and to show how literature may be used to facilitate and extend language development.

Course Goals and Objectives:

1. To find pleasure and enjoyment in children's literature through reading many children's books.
2. To show familiarity with the various genres of children's literature and how each might be integrated into the k-8 school curriculum.
3. To identify and understand the values of using children's literature in diverse environments.
4. To design and use a variety of reading strategies.
5. To show familiarity with emergent readers and writers who are breaking the alphabetic code.
6. To be able to design, role play, and teach literature/language arts lessons which encompasses a variety of literature-related activities and purposes.
7. To show awareness of the way culturally diverse populations are portrayed in children's literature.
8. To begin to build a personal library of children's books and professional books in this field.
9. To understand and teach reading and writing in a classroom including developing comprehension, fluency, vocabulary, and text structure
10. To continue to understand the components of a comprehensive, balanced reading program which includes literature circles, reading and writing workshop, literature focus units and reading/ writing across the content areas.

Write your **personal goals** for this course in the remaining two spaces. Hand in these personal goals on our second meeting on an index card or separate piece of paper.

11.

12.

Course Texts

Required texts:

Tompkins, G. (2006). *Literacy for the 21st Century*, 4th edition. NY: Merrill.
 Yopp & Yopp. (2006). *Literature-Based Reading Activities*, 4th edition. NY: Pearson.
 Essex, Nathan. (2006). *What Every Teacher Should Know about No Child Left Behind*. NY: Pearson.

Ideas for Book File Applications:

Routman, Regie. (1995). *Invitations: Changing as Teachers and Learners, K - 12*. Portsmouth, NH: Heinemann.

Tompkins, Gail. (1998). *Language Arts: Content and Teaching Strategies*. NJ: Merrill

Tompkins, G. & K. Hoskisson. (1991). *Language Arts: Content and Teaching Strategies*. NY: Merrill.

Pappas, C., Kiefer, B. & L. Levstik. (1990). *An Integrated Language Perspective in the Elementary School*. NY: Longman.

Tompkins & McGee. (1993). *Teaching Reading with Literature*. NY: Merrill.

Cox, Carole. (1999). *Teaching Language Arts: A Student- and Response-Centered Classroom*. Boston: Allyn and Bacon.

Cooper, David. (2000). *Literacy: Helping Children Construct Meaning*. NY: Houghton Mifflin

Course Requirements:

1. Quizzes & Inclusive final = 30% (Final Sections A, B = March 1st) (Section Z, Final = April 27th)
2. Class discussion and participation, strategy presentation, literature review groups, literature circles, professional development activities, and BlackBoard usage. This would include Book Talks, journal articles, learning logs, and special events such as active participation in the Science Olympiad (Mar. 17, 2006), Job Fair (April 6, 2006), and a Special class meeting to meet three authors for middle school students (April 18, 2006, 6:30 PM) (25%)

Strategy Presentations for sections A & B will be held on February 1st, 6th, & 8th. (Written materials due day of presentation.) (Lottery sign-up for dates): Strategy presentations for Section Z will be on February 2nd, 9th & 16th.

Professional development reflection: Due April 14th (A, B, Z). Professional development experience is something done outside of normal classroom and field experience hours. The experience should have something to do with literacy. If you are in doubt, please check with me. If you know of an experience, please post it on Blackboard and make an announcement in class.

3. Children's Book Reviews: Four assignments - 20%

4. **Pre-student teaching portfolio**, college supervisors' assessments, and cooperating teacher's response = 25% (Pre-student teaching will be from 3/20 to 4/27.) Pre-student teaching journals are **due on April 28th**. On April 28, 2006, we will have our fall student teaching meeting. Day and evening students who are student teaching in the fall should plan to attend.

Pre-student teaching manuals will be shared and explained on March 3rd. Also you should start preparing a letter of introduction for your cooperating teacher. As soon as your placement is decided, this letter should be sent.

Non-full Block pre-student teaching

If you only have this class and not the entire block, you are encouraged to participate in the total block. If this is your only field experience before student teaching, then it is expected that you will totally participate or take a May Term experience.

Day students only taking 40 hours of field experience will have your portfolio due on **April 13th**. The requirements for the 40 hours will be almost the same as the full block.

For **section Z** people who are not day students: If you have selected to do a Field Experience May Term instead of the Pre-student teaching block, you will then do a field experience of at least 40 hours. The portfolio requirements will be almost the same as the full block, but it will be **due April 13th**.

Explanation of class activities:

CLASS INTERACTIONS: You will need to demonstrate readiness or preparation, concern about others' interests and welfare, helpfulness/support to others and become part of a **community of learners**. Listed are types of possible activities.

Learning Logs: For some of our meetings, we will form learning response groups to review interesting and relevant information in the chapters read. You will need to use your learning logs to direct the conversations about the chapters. Daily agendas will notify you when you should be prepared.

Book Talks: Each person will share newly discovered books. You need to select publications dates from **2004 to 2006**. You will have three minutes to share and two minutes of questions. You will be notified when this will happen.

Journal Article Review: At times, teams will be asked to read and report on selected articles from a current *Reading Teacher* (2000-present). The articles will be shared in class and each team will submit a summary of the articles. Dates will be given later in class for this assignment.

Process Writing. Each person will experience all the steps in process writing and classroom organization techniques.

Handwriting: Cursive and manuscript writing will be practiced at the board, on overheads, and on chart paper.

Professional Development Experiences: You must attend something professional that is beyond the normal class routine. It may be a staff development program, an IU workshop, or any professional experience. You will hand in your two-three page summary (with hand-outs) on or before **April 14th (A, B, Z)**.

BlackBoard: You will find announcements, test questions, agendas and other information on BlackBoard. You need to sign on and by the Spring Break, you need to have an updated web page with picture. Course: Educ 326bz Access: Literacy

Other Information:

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Academic Honesty = I will follow the academic honesty policy as stated in the 2005-2006 Student Handbook on pages 44-46. Failure to follow these guidelines may result in failing this course.

Attendance = Call when you are going to be absent for that day. Missing any class without a phone call will significantly lower your overall grade. Arriving late or leaving early will also be noted. If you do not have an acceptable reason, your final grade will reflect it. Unexcused absence will lower your final grade 5%.

Food = Water is allowed, but we will be moving around too much to be eating.

Cell Phones = Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class.

Expected Work Load – For this course, it is expected that you will work between 8-12 hours weekly outside of class in preparing and studying for this course.

Grading:

C= 74-76% (C- = 70-73%) (C+ = 77-79%) You meet all requirements adequately.

B= 84-86% (B- = 80-83%) (B+ = 87-89%) You go beyond the requirements enhancing your work by doing such things as adding additional resources, related areas or topics, etc.

A= 94-100% (A- = 90-93%) Your work is definitely outstanding. It goes beyond requirements and shows perception and insightfulness. Extraordinary!!! Everyone can earn an "A" if they care to, though not everyone will put forth the necessary extra effort and time.

Check your student handbook for more specific grade per cent ages.

Written work requirements:

- All handed in written work needs to be done on a computer. Use your spell checker.
- It needs to be organized and identified.
- **Please do not hand in work in the plastic page holders.**
- If you want the education department to print any work, you need to submit it **two day** in advance.

Late work = Written explanation handed in on due date; Work will be evaluated and lowered only a half grade if handed in by the end of due week; one week late **with explanation** means one grade lower. Without this written explanation on the due date, **no evaluation** of late work will be done.

Class Time Arrangements:

We will meet two to three times a week (Evening once). If we need to meet on Friday, you will be notified in the prior week. When you come to class, be prepared to engage in the class. **If you bring food and or beverage, please bring enough for everyone or do not bring it.** Water is the only exception.

Class Structure: The spring session will be divided into several parts to correspond to different focuses. Concepts from chapters will be modeled, but much of the reading will be done independently or in a study group. In Literacy I we worked through the chapters. In Literacy II different concepts will be demonstrated, but we will not touch on all the important points because of the time issue. It will be important that you work in a study group to discuss points from the chapters. Class time will be to expand concepts found in text. For the final, both expanded and text concepts will be included. Class time for Literacy II will be focused more on application of content that you have learned from reading, webbing, and/or discussing. The main part will be discussion from Tompkins's book. Another part will focus on children's literature and sharing of our Book Collections Reviews. We will also have a non-fiction literature circles in our class time. Class will end on March 15th for sections A & B. On March 17th you will participate in the Science Olympiad. On March 20th you will report to your assigned pre-

student teaching placement until April 27th. During that time, I will visit you in your elementary classroom.

On April 28th, we will meet back at the college for preparation for student teaching for all. If you are in section Z, we will continue to meet as always, but part of the class discussion will focus on our pre-student teaching experiences.

On March 3rd we will have a pre-student meeting.



I. OVERVIEW OF THE LESSON

- A. Date
- B. Time and Length of lesson
- C. Group Structure(s)
- D. Lesson Topic
- E. Grade Level
- F. Cooperating Teacher

II. PENNSYLVANIA STATE STANDARDS

List the number and a brief description of the Pennsylvania State standards addressed through your lesson.

III. GENERAL OBJECTIVE(S)

A general objective describes what students will learn through your lesson. Appropriate verbs to use include "to learn," "to understand," "to know," "to appreciate. An example would be, "Students will understand that immigrants arriving at Ellis Island often faced many hardships to come to the United States."

IV. BEHAVIORAL OBJECTIVE(S)

1. A behavioral objective describes what students will do during the lesson. The objective should begin with a statement of the important conditions under which the behavior will occur ("After students have watched a PowerPoint presentation of the Lewis and Clark expedition..."), followed by a description of student behavior using verbs that are measurable or observable ("...students will list..."), followed by a brief description of the level of acceptable performance.
2. Appropriate verbs to use with a behavioral objective include identify, state, describe, define, solve, compare, contrast, read.
3. An example of a complete behavioral objective would be: "After reading *The Alaska Expedition*, students will draw a poster that illustrates the different modes of transportation important to the expedition. The poster must clearly and accurately represent at least three different modes of transportation."

V. INSTRUCTIONAL MATERIALS

1. This section requires a list of all materials needed to implement the lesson.
2. This list should include source and title of print and non -print materials.
3. The list should include source and quantity of consumable materials any handouts and/or transparencies utilized should be attached to the lesson plan when it is submitted for evaluation.

VI. ACTIVITY AND PROCEDURE

A. MOTIVATION and INTRODUCTION

This section of the plan requires a complete explanation of how the lesson will be taught and should flow in a developmental, logical, sequential manner. The introduction should

- (a) establish the purpose of the lesson for the students;
- (b) connect the lesson to prior knowledge;
- (c) engage the learners (MOTIVATE THEM).

B. DEVELOPMENT

This sub-section should include a detailed and sequential explanation of the developmentally appropriate methods (strategies) that will be employed to teach this lesson. You might include such things as:

- a description of teacher modeling;
- ways to check for students' understanding;
- ideas for differentiated instruction and techniques to provide for guided practice;
- an explanation of room arrangement;
- the vocabulary to be developed;
- a list of questions to be asked and even expected student response.

C. STRATEGIES FOR DIVERSE LEARNERS

This section should include accommodations listed in PDE Chapter 15/Section 504 Plans, strategies developed for ESOL students, specially designed instruction listed in IEPs, and strategies used to meet the needs of other diverse learners. It is critical that you have access to the pertinent documents. Often the same strategy may be listed in different documents for different students. For instance visual cues could be an appropriate strategy identified in any of the above documents. You should also discuss the strategies with your cooperating teacher and key support teachers such as the ESOL teacher and the special education teacher.

D. SUMMARY AND CLOSURE

This should include an explanation of the techniques that will be used to summarize or review the lesson's content.

E. ASSIGNMENT (*when appropriate*)

VII. EVALUATION

A. ASSESSMENT

There should be a clear, logical link between the student behavior described in the behavioral objective and the assessment of student performance. An assessment strategy for the sample behavioral objective given above might be, "The students' posters will be examined to determine whether they have accurately identified at least three modes of transportation important to the Alaska Expedition."

When you link your assessment strategy to your behavioral objective, you improve the validity of your assessment and increase the probability that your assessment will be more "authentic."

This is an important part of your lesson plan and should be thought through prior to teaching the lesson.

B. SELF EVALUATION

Experience + Reflection = Growth

You are expected to thoughtfully consider every lesson taught in light of how your latest performance as a teacher correlates with what you believe teaching and learning should be.

Evaluate your lesson in terms of the stated outcomes, the appropriateness of methodology, the results of the student evaluations and the reactions of your students.

After the lesson is taught, ask yourself:

1. What Worked?
2. What needs to be improved?
3. How could it be improved?

