

**MORAVIAN COLLEGE**  
 Literacy for the Elementary Classroom, part 2  
 Education 326 A, B & Z  
 Spring 2009

Dr. Connie Unger	Mrs. Lynn Malok
322 Hurd Academic Building	319 Hurd Academic Building
Office: 610-625-7902 or 861-1558	Office: 610- 861-1558
Home: 610-262-4176	Cell: 610.6571977
Office hours: Tues. , or by appointment	Office hours by appointment
E-mail: <a href="mailto:ungerc@moravian.edu">ungerc@moravian.edu</a>	E-mail: <a href="mailto:lmalok@moravian.edu">lmalok@moravian.edu</a>

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:

Vacca, Vacca, Gove, Burkey, Lenhart, & McKeon. Reading and Learning to Read, 7<sup>th</sup> ed. NY: Pearson.

Internet connection because of use of BlackBoard program and MyLabSchool (code in textbook)  
Reading Teacher and/or Reading Teacher online

### Resources::

Tompkins, G. (2006). *Literacy for the 21<sup>st</sup> Century*, 4<sup>th</sup> edition. NY: Merrill.

Yopp & Yopp. (2006). *Literature-Based Reading Activities, 4<sup>th</sup> edition.* NY: Pearson.

Essex, Nathan.(2006). *What Every Teacher Should Know about No Child Left Behind.* NY: Pearson.

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 & Chapter tests = 40%
2. Class discussion and participation, strategy presentation, professional development activities, and BlackBoard usage. This may include Book Talks, journal articles, learning logs, and special events such as active participation in the Science Olympiad (Mar. 13, 2009), Job Fair (March 31, 2009),= (15%)  

Strategy Presentations will be done in February. (Written materials due day of presentation.)  
(Lottery sign-up for dates)
3. Children's Literature = Caldecott Book Fair/ Book Talks/ Literature Circles/Newbery Group Projects = 15% See attached sheets for assessments.
4. **Pre-student teaching portfolio**, college supervisors' assessments, and cooperating teacher's response = 30% (Pre-student teaching will be from 3/23 to 5/1.) Pre-student teaching journals are **due on May 1st**. On May 1, 2009, 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 is a 90 hour experience in an assigned classroom environment. To student teach, you must successfully complete all 90 hours.

## 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 **2006 to 2009**. 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* (2003-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.

BlackBoard: You will find announcements, test questions, agendas and other information on BlackBoard. You need to do this by the second class.

MyLabSchool: Check to see if you are still signed up and you are current.

## Other Information:

**Academic Honesty** = I will follow the academic honesty policy as stated in the 2006-2008 Student Handbook on page 46. Failure to follow these guidelines may result in failing this course.

**Attendance** = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please 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. Attendance is of critical importance in order for you to participate actively in discussions, etc.

**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.

**References and formatting** = Use the Publication of the American Psychological Association, fifth edition, (2001) for references and formatting of your papers.

### **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 percent ages.

It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

**Late work :**

- A written explanation handed in on due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

**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.**

**Class Time Arrangements:**

We meet two times a week for classes (Section Z will meet once a week). For part of our time together, I will lead a reading demonstration lesson. Some of the time, we will review our text. Other times, we will interact with mini lessons about strategies. Some class time will be for group work or to view teaching videos. Weeks may vary, but I will normally give you an advanced weekly schedule.

**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 Vacca, et al.'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 20th. On March 13<sup>th</sup> you will participate in the Science Olympiad. On March 23<sup>rd</sup> you will report to your assigned pre-student teaching placement until May 1<sup>st</sup>.. During that time, a field supervisor will visit you in your elementary classroom.

March 31st from 8:30-12:00 you will attend a Job Fair at Moravian College.

Literature Circle Books 1:

1. *The Higher Power of Lucky*
2. *Kira Kira*
3. *Cripin*

Literature Circles Books 2:

1. A Single Shard
2. A Year Down Yonder
3. Out of the Dust

## Strategy Lessons

- 1 Anticipation/Reaction Guide
- 7 Character Feelings and Traits
- 11 Concept Circles
- 17 Concept of Definition Word Map
- 29 Exit Slips
- 33 Four Square; Frayer Four-Square Model
- 47 Knowledge as Design
- 51 Knowledge Rating
- 61 List-Group-Label (Semantic Mapping)
- 69 Plot/Concept Relationships
- 77 Possible Sentences
- 81 Question-Answer Relationships (QARs)
- 85 Role, Audience, Format, Topic (RAFT)
- 91 Save the Last Word for Me
- 97 Select Two and Reflect (STAR)
- 101 Selective Reading Guide
- 107 Self-Monitoring Approach to Reading and Thinking (SMART)
- 111 Semantic Feature Analysis (SFA)
- 117 Story Map
- 123 Text Dialogue
- 5 Bookmark Strategy Prompts
- 11 Brain Surfing
- 17 Character Feelings
- 20 Character Four Square
- 25 Concept Circles
- 43 Finding My Own Words
- 51 Getting the Right Order
- 65 Mystery Word Bubbles
- 70 Paired Questioning
- 73 Picture Sort
- 81 Possible Sentences
- 90 Prediction Chart
- 94 Questioning the Author
- 98 RIVET
- 113 Story Face
- 126 Tiered Bingo
- 131 Vocabulary Anchors
- 106 Semantic Mapping



**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?



Name \_\_\_\_\_

Date \_\_\_\_\_

Section \_\_\_\_\_

## Caldecott Book Fair Written Assignment (50 pts)

### Book Facts: 8 pts.

- \_\_\_\_\_ Title:
- \_\_\_\_\_ Author:
- \_\_\_\_\_ Illustrator:
- \_\_\_\_\_ Publisher:
- \_\_\_\_\_ Copyright:
- \_\_\_\_\_ Year of the Award:
- \_\_\_\_\_ Grade Level:
- \_\_\_\_\_ Genre and why:

### Book Summary: 20 pts. = 4 pts. each

- \_\_\_\_\_ Setting:
- \_\_\_\_\_ Characters: major and significant minor[
- \_\_\_\_\_ Point of View:
- \_\_\_\_\_ Theme (s):
- \_\_\_\_\_ Plot:

<b>Non-fiction Summary</b>
_____ Define text pattern
_____ Summary of book
_____ Sample passage which explains how text patterns was used

### Textbook Connection: 22 pts.

- \_\_\_\_\_ Page number in text (2 pts.)
- \_\_\_\_\_ Definition / Description (5 pts.)
- \_\_\_\_\_ Rationale for Choice (5 pts.)
- \_\_\_\_\_ Motivation (5 pts.) = Make your book and connection come to life
- \_\_\_\_\_ Modeling activity (5 pts.) = Model the connection for your class

Name \_\_\_\_\_

Date \_\_\_\_\_

Section \_\_\_\_\_

**Caldecott Book Fair Oral Presentation (50 pts)**  
**Ten minute Mini-lesson**

**Book Facts:** 5 pts.

- \_\_\_\_ Title
- \_\_\_\_ Author
- \_\_\_\_ Illustrator
- \_\_\_\_ Year of the Award
- \_\_\_\_ Genre and why

**Book Summary:** 15 pts. = 5 pts. each

- \_\_\_\_ Literacy elements or non-fiction summary
- \_\_\_\_ Describe illustrator's technique and its relationship to text
- \_\_\_\_ Read to demonstrate text to illustration connection  
(Read at least one excerpt, but not more than 3)

**Textbook Connection:** 30 pts. = 6 pts. each

- \_\_\_\_ Concrete samples, materials, supports of connection
- \_\_\_\_ Definition / Description
- \_\_\_\_ Rationale for Choice
- \_\_\_\_ Motivation for students about lesson
- \_\_\_\_ How would you model this connection to your students?

Name \_\_\_\_\_

Date \_\_\_\_\_

Section \_\_\_\_\_

## Book Talks and Written Work Assessment Tool

**Book Facts:** 8 pts.

Title:

Author:

Illustrator:

Publisher:

Copyright:

Year of the Award:

Grade Level:

Genre and why

**Book Summary:** 10 pts.

Setting:

Characters:

Point of View:

Theme (s):

Plot:

Names \_\_\_\_\_  
 Date \_\_\_\_\_ Section \_\_\_\_\_

**Newbery Group Project (33 pts.)**  
**Written and Orally Shared**

\_\_\_\_\_ **Book Facts:** 5 pts.

Title:  
 Author:  
 Illustrator:  
 Publisher:  
 Copyright:  
 Year of the Award:  
 Grade Level:  
 Genre and why

\_\_\_\_\_ **Book Summary:** 10 pts.

Setting:  
 Characters: main and supporting  
 Point of View:  
 Theme (s):  
 Plot:

\_\_\_\_\_ **Group Presentation:** 18 pts.

Preparedness  
 Every voice heard equally  
 Creativity  
 Appropriateness of shared book experience  
 Audience got the "gist" of the total book

**Written Strategy Assessment Form For:** \_\_\_\_\_

Date: \_\_\_\_\_

Section: \_\_\_\_\_

Strategy Lesson Title: \_\_\_\_\_

**5= Exceeds Competency 4= Meets Competency 3= Missing one element  
2= Emerging Development 1= Needs Improvement 0= Not observed**

Printed work: Well written description of strategy which includes:

\_\_\_\_\_ Name, section, and title of strategy plus mechanics are correct

\_\_\_\_\_ Rationale – why and when

\_\_\_\_\_ Audience

\_\_\_\_\_ Description of procedure

\_\_\_\_\_ Modifications for delayed readers

\_\_\_\_\_ Modifications for English language learners

\_\_\_\_\_ Sample of strategy (Double Value) –book or excerpts from text

◆ Title/excerpts of book used

◆ Author

◆ Grade level

◆ Genre

◆ Summary of book

◆ Example/sample completed

◆ Blank worksheet or sample

\_\_\_\_\_ Work cited, APA

\_\_\_\_\_ Have printed copies for everyone at time of presentation

Total points earned = Total possible points = 50 points

**Oral Strategy Presentation Assessment Form For:** \_\_\_\_\_

Date: \_\_\_\_\_

Section: \_\_\_\_\_

Strategy Lesson Title: \_\_\_\_\_

**5= Exceeds Competency 4= Meets Competency 3= Missing one element  
2= Emerging Development 1= Needs Improvement 0= Not observed**

\_\_\_\_\_ Attitude towards teaching the lesson

- Demonstrate belief in the strategy lesson
- Enthusiastic
- Passionate
- Add a touch of theater

\_\_\_\_\_ Well-stated introduction so we know exactly what the strategy is.

\_\_\_\_\_ Motivation for lesson

\_\_\_\_\_ Visuals/technology to help and support your lesson

\_\_\_\_\_ State rationales for using the strategy – when and why use this strategy

\_\_\_\_\_ State who would be the audience

\_\_\_\_\_ Clear explanation of how to do the strategy

\_\_\_\_\_ Modeling of application

\_\_\_\_\_ Explain how to differentiate strategy

- ELL
- Delayed readers
- General education

\_\_\_\_\_ Professional attire & Time – 10-15 minutes

\_\_\_\_\_ **Total points earned = Total possible points = 50 pts.**

The assessor's personalized comments about the lesson taught and how it was taught.

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Lesson Assessment by: \_\_\_\_\_