

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

Dr. Connie Unger
322 Hurd Academic Building
Office: 610-625-7902 or 861-1558
Home: 610-262-4176
Office hours: Wednesday, Thursday, or by appointment
E-mail: ungerc@moravian.edu

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.

11.

12.

Course Texts

Required texts:

Vacca, Vacca, Gove, Burkey, Lenhart, & McKeon. (2008). Reading and Learning to Read, 7th ed. NY: Pearson.

Internet connection because of use of BlackBoard
Reading Teacher and/or Reading Teacher online

Resources:

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.

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 = 25%
2. Class discussion, participation, and professionalism, along with strategy presentation evaluations, professional development activities, and BlackBoard usage. This may include Book Talks, journal articles, learning logs, and special events such as active participation in the Job Fair (March 23, 2010) = 10%
3. Children's Literature = Caldecott Book Fair = 15 %
4. Literature Circles/Newbery Group Projects = 10%
5. **Partner** Strategy Presentations = (February) (Written materials due day of presentation) = 15%
6. **Pre-student teaching portfolio**, college supervisors' assessments, and cooperating teacher's response = 25% (Pre-student teaching will be from 3/22 to 4/30.) Pre-student teaching journals are **due on April 30th**. Pre-student teaching is a 90-hour experience in an assigned classroom environment. To student teach, you must successfully complete all 90 hours of pre-student teaching.
7. Sign up to take your last two Praxis tests before the end of the school year. If you want to student teach in the spring, your application is due on April 15th.

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 **2007 to 2010**. 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* (2005-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.

Other Information:

Academic Honesty = I will follow the academic honesty policy as stated in the Student Handbook or on AMOS. 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. **If you are legally absent from class more than 3 times, you will have to take the course over.** Rationale for that decision is that you will have missed one third of the class time.

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, newest edition, 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 one time a week for classes and when needed on Friday's. 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.

Missed Scheduled Presentations:

If you miss your scheduled presentation date for any reason, it will be rescheduled for a special Friday class. The presenter will immediately have 10 points deducted from their final grade on the presentation. The presenter also might want to consider bringing in a snack for his/her class as a special thank you. This is not required.

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 some of 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. Class will end on March 17th. On March 22nd you will report to your assigned pre-student teaching placement until April 30th. During that time, a field supervisor will visit you in your elementary classroom.

March 23rd from 8:30-12:00 you will attend a Job Fair at Moravian College.

Disability Statement

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.



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 explanation why:

Fiction Book Summary: 18 pts. = 2 pts. Each (pp. 325-329)

- _____ Setting: Time and Place
- _____ Characters: major and significant minor
- _____ Chain of Events:
See page 329 and use that format
- _____ Theme (s):
- _____ Personal Response:

Non-fiction Book Summary

- _____ Define text pattern and why, page 471
- _____ Summary of book using as many categories from fiction book summary as possible
- _____ Sample passage which explains how text patterns was used

Textbook Activity or Strategy Connection: 11 pts.

- _____ Page number in text (1 pts.)
- _____ Definition / Description (2 pts.)
- _____ Rationale for Choice (2 pts.)
- _____ Motivation (3 pts.) = Make your book and activity connection come to life
- _____ Modeling activity (3 pts.) = How would you model the connection?

Strategy from another source -- not in textbook or in class strategy: 11 pts.

- _____ Citation in APA (1 pts.)
- _____ Definition / Description (2 pts.)
- _____ Rationale for Choice (2 pts.)
- _____ Motivation (3 pts.) = Make your book and activity connection come to life
- _____ Modeling activity (3 pts.) = How would you model the connection?

Following Format and Computer Skills: 2 pts

Total Points = _____

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

- ____ Story structure 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 Activity Connection: 12 pts. = 3 pts. each

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

Novel Strategy Connection: 12 pts. = 3 pts. each

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

Tri-fold: 3 pts.

- ____ Appearance, Usefulness, and User friendly

Total Points = _____

This may or may not be done, depending on our time.

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:

Chain of events:

Theme (s):

Personal Response:

Names _____
 Date _____ Section _____

Newbery Group Project Written and Orally Shared

_____ **Book Facts: Written:** 10 pts.

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

_____ **Book Summary: Written:** 30 pts.

Setting:
 Characters: main and supporting
 Chain of Events:
 Theme (s):
 Personal Reactions:

_____ **Group Presentation: Oral:** 30 pts.

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

_____ **Discussion work** (submitted in binder with written part): 30 pts.

Each session identified with tasks for each session
 Creative or novel **prepared** tasks for different sessions
 Tasks done by each person if in written form
 List extra sessions and work done

_____ **Total Points**

Written Strategy Lesson

Assessment Form For: _____

Date: _____

Section: _____

Strategy Lesson Title: _____

Printed work to be handed in: Well written description of strategy, which includes:

Overview of strategy: 40 pts.

_____ 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

_____ Work cited, APA and a printed copy of the original strategy

_____ Have printed copies of overview for everyone at time of presentation

Planning of Demonstration lesson: 60 pts.

_____ Demonstration lesson of strategy = 10 pts.

- ◆ Citation of book or materials used
- ◆ Genre
- ◆ Summary of book or materials

_____ Complete **lesson plan** for strategy taught in our class for us = 50 pts.

- ◆ Focus on motivation and modeling
- ◆ Summary statement at end of lesson

Total points earned = _____

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**

Explanation of Strategy = 50 pts.

_____ 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

_____ Overview of total lesson

_____ **Motivation** for strategy: Did you really hook us?

_____ Visuals/technology to help and support your strategy and 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

_____ Explain how to differentiate strategy

- ELL
- Delayed readers
- General education

_____ Professional attire & Time –15-20 minutes

Model lesson of application = 50 pts.

_____ Motivation (10 pts.)

_____ Development (15 pts.)

_____ Summary and Closure (10 pts.)

_____ Authentic assessment of learning (10 pts.)

_____ Self-evaluation of lesson – each person does one individually (5 pts.)

_____ **Total points earned = Total possible points = 50 pts.**

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

Section A, B & Z

Literature Circle Books 1:

1. *The Higher Power of Lucky* by Susan Patron,
2. *Kira-Kira* by Cynthia Kadohata

Literature Circles Books 2:

1. *The Graveyard Book* by Neil Gaiman, illus. by Dave McKean
2. *A Single Shard* by Linda Sue Park

Literature Circle Books 3:

1. *Crispin: The Cross of Lead* by Avi
2. *A Year Down Yonder* by Richard Peck

Good Masters! Sweet Ladies! Voices from a Medieval Village by Laura Amy Schlitz

Strategy Lessons Suggestions (Johns, J., Lenski, S., & Berglaund, R. (2003). *Comprehension and vocabulary strategies*. Iowa. Kendall/Hunt.)

- 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)
- 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
- 81 Possible Sentences
- 90 Prediction Chart
- 94 Questioning the Author
- 98 RIVET
- 113 Story Face
- 126 Tiered Bingo
- 131 Vocabulary Anchors