MORAVIAN COLLEGE
Literacy for the Elementary Classroom, part 2
Education 326A
Spring 2005

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EDUC. 326 is a four-credit course. It is designed to introduce the preservice teacher to the theory and practice of language arts instruction including current research in language and cognition, and the implications for teaching listening, speaking, reading, writing, visual representation, handwriting, spelling, and grammar/usage/mechanics. 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. The students will find pleasure and enjoyment in children’s literature through reading many children’s books.
2. The students will demonstrate familiarity with the various genres of children’s literature and how each might be integrated into the K-8 school curriculum.
3. The students will identify the values of using children’s literature in diverse environments.
4. The students will design and use a variety of reading strategies.
5. The students show familiarity with noted authors and illustrators of children’s literature.
6. The students will design, role play, and teach literature/language arts lessons which encompass a variety of literature-related activities and purposes.
7. The students will develop an awareness of the way culturally diverse populations are portrayed in children’s literature.
8. The students will begin to build a personal library of children’s books and professional books in this field.
9. The students will become familiar with and use process writing in a classroom including writers’ tools of spelling, handwriting, and grammar.
10. The students will be made aware of the components of a comprehensive, balanced reading program.

Course Texts

Required texts:


Suggested texts:

Ideas for Book File Applications:


Course Requirements:

1. Quizzes & Inclusive final = 30% (Final Section A = Mar. 2)
2. Class discussion and participation, strategy review, professional development activities, and BlackBoard usage. This would include Book Talks, a journal article review, on-line quizzes, and special events such as active participation in the Science Olympiad (Mar. 18th). (25%)  

Strategy review: Strategy reviews for sections A will be held on February TBA (two days) There will be ten presentations each session. (Students will select appropriate reading strategy.) (Written materials are due the day of your presentation.)

3. Children’s Book Collection: This assignment will be accomplished in groups of four. You will need to work cooperatively and coordinate your selection of books and the types and variety of applications used throughout the project. Your grade will be shared by one and all equally, so the dimension of cooperation is paramount.

( Due: MARCH 21st =20%)  
a. Books that are Medal (Newbery and Caldecott) books should not be more than 10 years old. Publication dates between 1995 and the present.
b. Awards: At the beginning of each book file section in your file, explain each of the awards and their criteria for selection. This can be downloaded from your computer or you can summarize the information.
c. Types of books to be read.  
   a. Read 10 Newbery Medal books  
   b. Read 10 Caldecott Medal and books  
d. Record the following information about each book.
   (1) title, (2) author, (3) publisher, (4) copyright date, (5) genre, (6) reading level(primary, intermediate, middle school), (7) award received with date of award (8) themes in the book (9) a brief summary of each book. (Use suggested format)
e. Applications for each book – COOPERATIVE PART – With a partner, you will complete the book application section. You will work collaboratively on this section. A collaborative agreement will be signed agreeing to work TOGETHER. An application is a description of an activity that relates to some literacy/language arts feature in the book. It is not a lesson plan, but an explanation of how, what, and why of the idea. Please put these explanations in individual sections labeled “what, how, and why.”
   1. Describe the activity (what).
   2. How you will use the activity for this book? (how)
   3. Why is this activity selected for this book? (why)

Design one classroom application activity for each book that develops one of the Literacy/Language Arts areas. An application develops the child’s knowledge of such things as word knowledge, idioms, grammar, semantic system, phonics, spelling, comprehension, story structure, etc. The classroom application explores the piece of literature. Some applications will teach about the meaning of the text while others will stress the mechanics or phonics of the text. There should be a balance. Books that are primary grade selection should have a large number of lessons about teaching of phonics and/or word identification within the context of the book that you selected. The focus should be on a literacy/language arts application for each book. In other words, the application should be integrated into the book. Make sure you have a balance of kinds of applications. Applications should not be all worksheets of the same kind. Applications should fit the age level of the reader of the book.

There are many resources available to assist you. Every application must have a source listing. For example, if an application came from the Instructor Magazine, you will footnote it. (APA style) Make sure you include the page number. In addition to the footing, copy the original documents and include them in the book file with each application. If you do not know how to footnote, see an APA reference guide on footing. (If other forms of footing are used, like Chicago, your grade will be affected negatively.) See the Internet source or go to the Writing Center for help.
Two samples of the application should follow the explanation of the activity. One will be a model of what you expect children to do and the other a blank worksheet, if appropriate. Be careful not to repeat application activities. At least ten applications should be from books or magazines. Make sure you include a bibliography for your sources. Remember almost all applications will have to be adapted to reflect the particular book that you are using. In some cases, you will find lessons that were written for your book.

Where do you find applications? You can find applications on the Internet as stated, but also in magazines, textbooks, and in teacher curriculum books. I am looking for a balance of these resources. Limit the number of application taken of one Internet site, book, magazine, etc., to no more than two. Example, you may find lots of applications in our current textbook, but you may only use two of them. After two, you must find other sources such as Cooper’s, Tompkins’ and Cox’s books. From those books, only use two applications. My goal is to expose you to many resources that you will be able to go to in the future to design lessons. You cooperating teacher probably can make some great recommendations and you will find additional materials in the elementary school’s professional libraries.

f. Complete bibliography of sources at the end of book file, which include all sources. The bibliography must be APA style.

g. Index of all books with titles of applications and awards at the beginning of the book file or at the end. This should be done in a spreadsheet style. Word has a kind of spreadsheet along with many other programs such as Excel and Access. If you are really have problems organizing the data, make an appointment with one of the computer course instructors, CIT, or go to Borders. Of course, the best way to learn is to ask a friend for help. Find out in our class who has the needed computer skills and ask them. You will need to use spreadsheet knowledge, in the future, for your grades that most likely you will need to e-mail your principal in the appropriate format.

• A resource for APA style is www.uvm.edu/~ncrane/estyles/apa.html.
• Books, magazines, teacher curriculum books, etc. are found all over. College, schools, public libraries, bookstores (just sit and read), cooperating teacher’s libraries, etc., are just some places to find great ideas for applications and then you use your creativity and adapt them to your book.
• Time for reading books and collecting data and ideas for them will be provided at the beginning of each class until quarter past the hour. If you would like more time, the books will be available at quarter of the hour before class begins.
• I would recommend that you share a complete book file entry with me so that I can make suggestions if needed.

4. Pre-student teaching portfolio, college supervisors’ assessments, and cooperating teacher’s response = 25% (Pre-student teaching will be from 3/21 to 4/28.) Pre-student teaching journals are due April 30th.

Pre-student teaching manuals will be shared before March 22nd. Also start preparing a letter of introduction for your cooperating teacher. As soon as your placement is decided, this letter should be sent.

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. Day students only taking 30 hours of field experience will have your portfolio 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.

Reading Strategy Lesson. As part of our general shared knowledge, each person will design and then share about a reading strategy that you really like. You will need to give everyone an explanation of your strategy or other important handouts. Your strategy lesson should be an important strategy to know when teaching reading. You will need to have a visual and involve us in the learning. (Estimated time = 10-15 min.) You will give to
me one printed copy of your lesson plan and one of your handouts. To our class, you will give one copy of your handouts. Make sure you cite your sources for all information including web sites.

**Book Talks**: On Wednesday, February 4, 2004 - Each person will share newly discovered books (1 Primary and 1 Intermediate). You need to select publications dates between 2002 to 2005. You will have three minutes to share and two minutes of questions. **You will need to use book file format to provide a summary of your books for your classmates.**

**Journal Article Review**: On January 21st, teams will be asked to read and report on selected articles from the Prentice-hall textbook website. The articles will be shared in class and each team will submit a summary of the articles. The articles will be read individually before class and the groups will convene to discuss and summarize the article for a brief presentation during class time.

**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 one – two page summary (with hand-outs) on April 14th. It would be wise to hand this piece in as soon as possible after your experience.

**BlackBoard**: You will find announcements, test questions, agendas and other information on BlackBoard. You need to sign on. Course: Educ 326A Access: malok

**Other Information**:

**Academic Honesty** = I will follow the academic honesty policy as stated in the 2003-2004 Student Handbook on pages 51-56 and 98. Failure to follow these guidelines may result in failing this course.

**Attendance** = Missing more than one class (unexcused) will significantly lower your overall grade. Arriving late or leaving early will also be noted and will influence your grade.

**Grading**: Your grades will be determined by a point system for each component required during this course. Since we have modified the syllabus, the rating for each is being calculated and will be determined shortly

**Written Work** = All written work, that is not done in class, should be word processed so that it can be quickly edited and spell checked.

**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.

**Class Time Arrangements**: We will meet two to three times a week. If we need to meet on Fridays, you will be notified in the prior week. When you come to class, be prepared to engage in the class

The spring session will be divided into several parts to correspond to different focuses. The main part will be discussion from Tompkins’ book. Another part will focus on children’s literature and sharing of our Book Collections. Each person will present a reading strategy to the class. The last part of the class will focus on the process writing. Class will end on March 16th. On March 18th you will participate in the Science Olympiad. On March 21st you will report to your assigned pre-student teaching placement until April 28th. 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.

**Class work explanations**: **Reading Strategy Lesson**:

1. Each student will choose one strategy from Johns, Jerry, VanLeirsburg, Peggy, and

There are other strategy books on reserve in the library. Any of those may be used. Other choices from my personal collection will be available to you to sign out for this assignment. You will explain and teach the strategy to the class for about ten to fifteen minutes (A mini-lesson).

2. You will list your strategy, cite source and your name on the class poster so that all will know what strategies are used.

3. Standard lesson plan format should be used.
   The following information must be included in the development section of the lesson plan:
   a. Rationale for strategy - When do you use this strategy?
   b. Intended audiences - Who needs this strategy?
   c. Description of procedure - What does it look like?
   d. An mini experience using the strategy - a practical application

4. Two copies of the lesson plan are due before lesson is taught. A copy of your lesson should be posted on the blackboard.

5. An assessment form designed by you for your lesson must be included and completed by students at the end of your lesson. Make sure students have several questions on which to journal.

6. The following class meeting you will hand in a typed reflection or self-evaluation of your lesson. At that time, you will be given your assessment sheets.

7. Select a reading strategy that is novel to most of us, and something that you see as useful. Do not do strategies that are done in class or the book.

8. If you do not present your strategy lesson on the date you selected, you may trade with someone else, or receive a failing grade.

9. You may not repeat a strategy lesson presented by someone else. Check the list on the poster.
Lesson Plan Format

I. OVERVIEW OF THE LESSON
   A. Date
   B. Time and Length of lesson
   C. Group Structure(s)
   D. Lesson Topic
   E. PA Standards
   F. Grade Level
   G. Cooperating Teacher

II. INTENDED STUDENT LEARNING OUTCOMES
   ▪ One or more outcomes must be stated for each lesson.
   ▪ Outcomes are stated in behavioral terms that are clear and measurable.
   ▪ Outcomes should reflect cognitive, psychomotor and/or affective goals as appropriate.
   ▪ Outcomes should follow a three part format (i.e. (1) identify who is to perform the desired behavior; (2) identify the actual behavior to be employed in demonstrating the mastery of the outcome; (3) identify the result, the product or the performance of the behavior that will be evaluated to determine whether or not the outcomes have been met.

III. CONTENT TO BE COVERED
   Major facts or principles to be learned through the lesson outcomes

IV. INSTRUCTIONAL MATERIALS
   ▪ This section requires a list of all materials needed to implement the lesson.
   ▪ This list should include source and title of print and non-print materials.
   ▪ 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.

V. 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; such things as teacher modeling, ways to check for students’ understanding and techniques to provide for guided practice should be considered.
      This section should include an explanation of room arrangement, a listing of questions to be asked and even expected student response.
   C. ACCOMMODATIONS
   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)

VI. EVALUATIONS
A. Student Evaluation or Assessment

- Clear, measurable criteria for evaluating student performance of instructional outcomes through traditional or alternative forms of assessment will be explained in this section (teacher observation, game activity, quiz, written assignment, oral responses, performance tasks).
- After the lesson is taught, a report of how the students performed in the assessment process will be added to this section by the student teacher.
- Students should be involved in their own evaluations.
- 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
- Student teachers are expected to thoughtfully consider every lesson taught in light of how their latest performance as a teacher correlates with what they 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?