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:

Ideas for Book File Applications:

Course Requirements:

1. Quizzes & Inclusive final = 30% (Final Section B = Mar. 2nd) (Section Z, Final = April 26th)

2. Class discussion and participation, demonstration lesson, 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. 18, 2005) and Job Fair (April 7, 2005). (25%)

   Demonstration lesson: Strategy lesson for section B will begin January 31st. There will be two demonstration lessons on Monday. (Each team will select appropriate reading strategy.) (Written materials due day of presentation.) (Lottery sign-up for dates): Strategy lessons for Section Z will start on February 1st.

   Professional development reflection: Due April 13th (B), April 12th (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. Individual and Collaborative Children’s Book Collection: 20% (Due: Z= March 15th, B= March 16th)

   Individual part of the project:

   a. Books should not be more than 10 years old. Publication dates between 1995 to now. This is for all books. You will have to wait for the announcement of the 2005 winners.
   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 ten Newbery Medal (do not include Honor books)
   
   b. Read ten Caldecott Medal (do not include Honor 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 book, (9) graphic organizer summary

Cooperative part of the project:

With a partner, you will complete the book application section. You will work collaboratively on this section. A collaborative agreement will be signed so both partners will work together.

a. Applications for each book.
   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 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 or art projects. 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 footnoting, copies 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 footnoting. (If other forms of footnoting 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, classroom presentations, 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 former cooperating teachers probably can make some great recommendations and you will find additional materials in the elementary school’s professional libraries.

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

h. 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.
- 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 on April 29th. On April 29, 2005, 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 4th. 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 30 hours of field experience will have your portfolio due on April 15th. The requirements for the 30 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 30 hours. The portfolio requirements will be almost the same as the full block, but it will be due 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 or team will design and then teach a lesson 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 of reading. You will need to have a visual and involve us in the learning. Also remember to include some sort of assessment tool for our class to give you feedback about your learning from your lesson. No note cards will be used when sharing your lesson. (Estimated time =10-15 min/20-25min...) You will give to me two printed copies 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. If you would like the education department to make copies for you, you must submit the papers to be copied one week in advance to Mrs. Kubera.

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 2003 to 2005. 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 13th (B), April 12th (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:
Academic Honesty = I will follow the academic honesty policy as stated in the 2004-2005 Student Handbook on pages 51-56, 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. Unexcused absence will lower your final grade 5%.

Grading: C = You met all requirements adequately.
B = You go beyond the requirements enhancing your work by doing such things as adding additional resources, related areas or topics, etc.
A= Your work is definitely outstanding. It goes beyond requirements and shows perception and insightfulness. Extraordinary!!! All people will be able to earn an “A” if they care to, but not everyone will endeavor to put for the extra effort and time.

**Written Work** = All written work, that is not done in class, should be typed on a computer so that it can be quickly edited and spell checked. **Do not place work in plastic covers.**

**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.

**Cell phones** = Turn off all cell phones. If there is an emergency, you can make arrangements with me before class. We will talk about what should happen if your phone rings and interrupts the class.

**Class Time Arrangements:**
We will meet two to three times a week (Evening once). If we need to meet on Friday’s, 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. Each person will present a reading strategy to the class. Class will end on March 16th for section B. 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 29th, 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 4th we will have a pre-student meeting.

**Class work explanations:**
**Reading Strategy Lesson:** You will do this in teams of two or alone.

1. Each team/person will choose one strategy from Johns, Jerry, VanLeirsburg, Peggy, and Susan Davis. (1997?), Improving Reading: A Handbook of Strategies. Iowa: Kendell/Hunt; Tierney, Robert, Readence, John, & Ernest Dishner. (1995). Reading Strategies and Practices: A Compendium. Boston: Allyn & Bacon, or other approved text. If you use another text, I must see the text and you need to have a written approval. There are other strategy books on reserve in the library. Any of those may be used. You will explain and teach the strategy to the class for about ten to fifteen minutes.

2. You will list you strategy, cite source and your name on the sign-up sheet so that all will know which 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 or e-mail to everyone.
5. The following class meeting each of you will hand in a typed reflection or self-evaluation of your individual response to the lesson. At that time, you will be given your assessment sheets.
6. 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. The strategy should be new to you and hopefully, new to us.
7. If you do not present your strategy lesson on the date you selected, you may trade with someone else, or receive a failing grade.
8. You may not repeat a strategy lesson presented by someone else. Check the list.
Lesson Plan Format

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. 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. SUMMARY AND CLOSURE
      This should include an explanation of the techniques that will be used to summarize or review the lesson’s content.
   D. 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, and 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?
Children’s Literacy Book File
Assessment

5 = Exceeds competency – Evidence of extra effort, in-depth understanding and insightfulness in choosing application
4 = Above average - Items meet criteria of assignment and has been enhanced by personal creativity
3 = Meets competency - Includes required number of items and met the given criteria
2 = Emerging Development – Brief and superficial, mechanical errors
1= Needs improvement - Does not meet the required criteria
0 = Missing - Could not find items

Individual section in collection = 20pts.

1. Organization, table of contents, title page, computer enhancements, award information, and bibliography =

2. Indexing of books and applications =

3. Caldecott Medal Books and complete information =

4. Newbery Medal Books and complete information =

Assessment of Applications - Literacy focus – Collaborative Work = 40 pts.

5 & 6. Usability and age appropriateness for book selected =

7. & 8. Variety of applications with original sources and footnoting =

9. & 10. Applications explained the what, how and why =

11. & 12. Student samples =

Total points = 60
Strategy Lesson Assessment Form For: _________________________

Date:                               Section:

Strategy Lesson Title:__________________________________________

5= Exceeds Competency   4= Above Average Competency 3= Meets Competency
2= Emerging Development    1= Needs Improvement    0= Not observed

Printed work:

_____ Well written description of strategy which includes:
  • Rationale
  • Audience
  • Description of procedure
  • Sample of strategy
  • Blank worksheet if appropriate
  • Work cited

_____ Well done lesson plans (two of them) handed before lesson

_____ E-mail via Blackboard the written work or have printed copies for everyone.

_____ Dressed professionally for presentation

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Lesson Taught to Pre-service teachers

_____ 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 or the “so what factor”
  • Make us want to learn about your strategy
  • Hook us into your lesson

_____ Visual to help and support your lesson

_____ State a rationale for using the strategy

_____ State who would be the audience

_____ Clear explanation of how to do the strategy
_____ Well organized for application of strategy  
- Materials ready  
- Non-random method of grouping the class, if needed

_____ Model or demonstrate application before we do it

_____ A brief taste of the application

_____ Shared experience: Both people taught together equally

_____ Time – 15-20 minutes - Lesson kept to the correct amount of time

_____ Pre-service teacher’s evaluation of the total lesson  
- A one to two page self- evaluation handed in the next class meeting
- There should be three points discussed
  - Reflect on the positive teaching points, the things that didn’t work the way you wanted them to, and the interesting things that happened during your lesson
  - What would you change the next time you taught this lesson?
  - Overall emotional feeling about teaching this lesson.

_____ Total points earned = Total possible points = 85 pts.

The assessor’s personalized comments about the lesson taught and how it was taught.
Strategy Lesson Assessment Form For:

____________________________________________________________

Date: ____________________ Section: _____________________________

Strategy Lesson Title: __________________________________________

5= Exceeds Competency   4= Above Average Competency 3= Meets Competency
2= Emerging Development  1= Needs Improvement    0= Not observed

Lesson Taught to Pre-service teachers

_____ 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 or the “so what factor”
    • Make us want to learn about your strategy
    • Hook us into your lesson

_____ Visual to help and support your lesson

_____ State a rationale for using the strategy

_____ State who would be the audience

_____ Clear explanation of how to do the strategy
    • Materials ready
    • Non-random method of grouping the class, if needed

_____ Model or demonstrate application before we do it

_____ A brief taste of the application

_____ Shared teaching load: Both people taught equal amount of time

_____ Time – 10-15/20-25 minutes - Lesson kept to the correct amount of time

_____ Total points earned = Total possible points = 60 pts.

OVER
The assessor’s personalized comments about the lesson taught and how it was taught. Respond to each of the points.

• Positive =

• Polish =

• Interesting =

________________________________________________________________________________________

Lesson Assessment by: ______________________________