Class Time: Mondays 10-11:50am

Class Location: Haley Center 2406

Block Lab Times: Tuesdays & Thursdays 7:30-2:30

Lab Location: Assigned

Credit Hours: 3 Semester Credit Hours

Prerequisite: Admission to Teacher Education

Co-Requisite: None

Instructor: Tricia Adams

Office: Haley 5009

Office Hours: Mondays 12-4; Wednesdays 9-12

Telephone: 334-663-1318 (cell); please text after 4pm

Email: adamspl@auburn.edu

Required Text:

**One** of the following texts will be required for your Program Critique Final Exam:

* Gould, J.S., Gould E.J., Mitchell, J., & Rojas, M. (199). *Four Square Writing Method: A Unique Approach to Teaching Basic Writing Skills Grades 1-3*. Teaching & Learning Co.
* Culham, Ruth. (2005). *6 + 1 Traits of Writing: The Complete Guide, Grades 3 and Up*. Scholastic Professional Books.
* Boushey, G. & Moser, J. (2006). *The Daily Five*. Stenhouse Publishers.
* Diller, D. (2003). *Literacy Work Stations: Making Centers Work*. Stenhouse Publishers.
* Cunningham, P.M., Hall, D.P., & Sigmon, C.M. (1999). *The Teacher’s Guide to the Four Blocks, Grades 1-3: A Multimethod, Multilevel Framework for Grades 1-3*. Four Blocks
* Boushey, G. & Moser, J. (2009). *The CAFÉ Book: Engaging All Students in Daily Literary Assessment and Instruction.* Stenhouse Publishers

Weekly Articles and Standards (located on CANVAS):

* Common Core Standards for English Language Arts K-6 (College and Career Readiness Standards)
* Alabama Course of Study Standards for English Language Arts K-6
* Hedin, L.R. & Conderman, G. (2010). *Teaching Students to Comprehend Information Text Through Rereading*
* Santoro, L.E., Chard, D.J., Howard, L., & Baker, S.K. (2008). *Making the Very Best of Classroom Read-Alouds to Promote Comprehension and Vocabulary*
* Stephens, K.E. (2008). *A Quick Guide to Selecting Great Informational Books for Young Children*
* Read, S. (2010). *A Model for Scaffolding Writing Instruction: IMSCI*
* Soalt, J. (2005). *Bringing Together Fictional and Informational Texts to Improve Comprehension*
* Worthy, J. & Prater, K. (2002). “*I Thought About It All Night”: Readers Theater for Reading Fluency and Motivation*
* Afflerback, P., Pearson, P.D., & Paris, S.G. (2008). *Clarifying differences between Reading Skills and Reading Strategies*

Required Materials:

 -Items located on Canvas (print)

 -2 inch binder with 8 dividers (to be labeled in class)

 -1 inch binder with 5 dividers (final project)-just one per group

 -Current Copy of TB Test

 -DVD of taped PWS lesson

- *OPTIONAL*: Pencil or Art Box with the following supplies: scissors, crayons, markers, glue sticks, pencils, index cards, ruler, post-it notes (regular size), tape

Copy of University Course Schedule:

This can be obtained from [www.auburn.edu](http://www.auburn.edu) or via email me.

Course Description:

This course includes the principles, current thinking, and approaches to the teaching of elementary school language arts. It also includes the relationship between pedagogy and literacy understanding appropriate for the instruction of children in kindergarten through sixth grade. During this course, the students will participate in the Alabama Reading Initiative (ARI) training for schools in the state of Alabama.

Objectives: *Students will…*

-increase their knowledge of current reform in language arts education in regard to developmentally appropriate curriculum and methods.

-recognize the importance of communication skills in themselves and in the children they teach, including strategies for reasoning, problem solving, inquiry and debate.

-have knowledge of techniques for using manipulative materials and play as instruments for enhancing development and learning.

-recognize and develop lessons that use techniques such as enrichment, manipulative materials, and technology to enhance development and leanring.

-develop and implement appropriate lessons and curricular materials for the (K-6) classroom that reflect the area of language arts and build on prior knowledge.

-recognize the importance of special factors that influence learning and how to provide for them.

-demonstrate knowledge to be used in selecting, organizing, and evaluating available space, resources, experience, and equipment for elementary curriculum.

-teach language arts to children in real public schools (K-6) classrooms using Alabama state guidelines, including planning, integration of content areas, implementation, and reflection/evaluation.

-demonstrate knowledge of the characteristics of appropriate and effective learner-centered lessons and units that integrate technology, and the resources for enhancing professional growth using technology.

Course Content and Schedule: (attached below)

Course Requirements and Grading Policy:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment:** | **Total Max. Points:** | **Due Date:** | **Grading Policy** |
| Lit Circle Articles | 50 points | See Calendar  | 515-570= A458-514= B399-457= C340-398= D339 and below= F |
| Read Aloud | 20 points | 2/25 or 3/4 |
| Lesson Plans | 200 points | 2/4, 2/18, 3/4, 3/25 |
| Daily Class Act. | 100 points | Daily-In Class |
| PWS | 50 points | April 1  |
| Program Critique  | 100 points | April 22 (4/30) |
| Observation Forms | 50 points | 2/25 and 4/22 |
| Extra Credit | Varies | Varies |  |

Assignments:

*Program Critique Final Exam (100 points):*

-As a group, you will choose a program book to read and critique. You will not be required to read the entire text on your own, but everyone is required to read the introduction chapter. You will split the chapters among your partners and will do several in class jigsaw activities so that you can learn about the chapters you didn’t read.

-You will have a presentation on your program instead of a final exam or paper. Your presentation will need to include the following (*rubric is located on Canvas*):

-Create a whole group or small group lesson (depending on your book) to teach in front of the class that demonstrates to the class the main idea of the book.

-Create a packet (2-4 pages) for your classmates that includes the following minimum:

 a. a brief summary of the program (bias of opinion)

b. a list of picture books, chapter books, resource books that correspond with the program and can be used to effectively teach the program

c. 1 lesson example (whole and/or small group) with included standards that covers K-2 or 3-6 (depending on book)

d. list of resources (websites, books, professional development) that correspond with the program

e. assessment examples (rubric, checklist, scoring guide)

*Literature Circle Article Assignments (50 points):*

-Literature Circles will be conducted in class and given a time for you to review with your groups on the previously assigned reading.

-Group members will sign up for a role for each article on the first day of class. I will POST the final copy of your roles to Canvas and you will be in charge of reading the article and having your completed role done prior the day it’s due in class.

-You can only do each role once unless you have a small group number.

-Be sure to bring your role sheet and article to class each time it is scheduled.

-Be sure to keep all your roles organized by date. You can print out the roles on Canvas and either type in your response or hand write them.

*Read Aloud Activity (20 points):*

 -In lieu of a midterm exam, you will conduct a read aloud (*rubric posted to Canvas*).

-I will model an appropriate read aloud that is based off the model of *Directed-Reading-Think Aloud* (DR-TA) that is located on Canvas.

-You will need to choose a picture book for any age group and at minimum will need to include expression, stopping points for comprehension, and previewing vocabulary.

-You will also turn in to Canvas an electronic copy of your read aloud lesson plan.

*Daily Class Activities (100 points):*

-We will conduct daily class activities that will involve creating work stations, reflecting and scoring writing samples, poetry activities, Readers Theater, comprehension toolkit, writing standards in kid friendly format, jigsaw activities, grammar practice, and literature circle article assignments.

-Daily attendance is adequate in order to receive these points unless you have a documented excuse; **then you will need to contact me to make up the activity.** If you do not contact me to make up the activity then you will receive a grade of zero.

*4 Lesson Plans (Lab Assignments) (200 points):*

-Four lesson plans will be created and turned in prior to you teaching them during your lab placements. One of your choosing can be observed by me for your Professional Work Sample.

-**Your lesson plan will need to follow the attached guidelines (Lesson Plan Template) and please include all assessments, worksheets, center activity, etc. in your lesson plan.**

-Be sure to include your name, lab placement, lab teacher’s name, grade level, date, and content to be taught (i.e. adjectives).

-***Lesson Plans are due the day of class before midnight.***

*Professional Work Sample (50 points):*

 -See below Lesson Plan Format (template)

*2 Language Arts Observation Forms (50 points):*

-You will need two observation forms that your cooperating teacher will need to complete while you are teaching language arts lessons.

-You will still teach three lessons, but two of these will need to be observed by your cooperating teacher. You will need to include a copy of the observation form with attached lesson plan (both signatures included) with feedback turned into class to me.

*Extra Credit Opportunity (varies):*

-There will be a chance to earn extra credit during this course. It will vary and depend on the areas that you need the most help in becoming more competent.

-April 5th (Friday) from 8:30-12:30, I will need volunteers in helping me conduct a Young Author’s Conference with Tom Bailey at Morris Avenue School in Opelika.

**Class Policy Statements:**

Participation: Each student is expected to exhibit courteous, mature, responsible, and professional behavior. This includes not texting messages during class, doing work for another class, not being prepared for class, and talking when someone else (a peer or instructor) is speaking. Students are expected to participate in all class discussions and participate in all exercises in class and outside of class. It is the student’s responsibility for initiating arrangements for missed work.

Attendance/Absence Policy: Attendance is required at each class meeting and scheduled labs. Excused absences, as defined in the *Tiger Cub* must provide appropriate documentation to the instructor the day the student returns to class. Each unexcused absence may result in the lowering of the final course grade by one letter grade. An excessive number of excused absences will require a conference with the instructor.

Course Contingency: If normal class and/or lab activities are disrupted due to illness/emergency, or crisis emergency, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace original materials.

Basic Skills: Students will be expected to demonstrate basic skills in reading, writing, speaking, and mathematics. Assignments have multiple mathematic, grammatical, or spelling errors will have to be revised correctly or a letter grade may be lost.

Late Assignments: Graded course assignments are due on the assigned date and must be completed in a thorough manner. Major assignments that are incomplete or not done on time will lose points equal to one letter grade for each day late up to three days. All assignments must be completed, whether or not credit is given, in order to pass this course.

Unannounced Quizzes: There will be no unannounced quizzes.

Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes- or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the *Tiger Cub* rules and regulations pertaining to cheating will apply to this class.

Cell Phones: You will need to either turn your phone off or to vibrate during class and lab.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

 -Engage in responsible and ethical professional practices.

 -Contribute to collaborative learning communities.

 -Demonstrate a commitment to diversity.

 -Model and nurture intellectual vitality.

*The following standards will be honored to create a professional learning environment.*

1. Attendance and punctuality demonstrate that you value this course. Classroom teachers model these behaviors for their students.
2. It is a good idea to develop a buddy system with others in class in case of unexpected absences. You will need to find out from a classmate what you’ve missed.
3. Teaching is a field that requires professional reading and reflection. Your thoughtful reading before class, your engaged participation in class discussion and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected.
4. Attend carefully to class presentations and discussions. Professionalism is more than just showing up for class. In this course you will be expected to treat others in our group with respect and to support their successes. Respect does not mean always agreeing with others. It means allowing others their dignity. It means actively and courteously listening to what others say and responding with your own perspective. It means taking an active role and enhancing others’ thinking by sharing your own rough draft thinking as it develops, and by clarifying the reasons that you might “agree to disagree” with others. Developing strong relationships with colleagues is one of the most important things we do as teachers.
5. As a courtesy, please do not leave on beepers, phones or pagers in class.
6. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality

Tentative Class Schedule/Calendar (attached)

\*Note: Articles will be labeled by # on Canvas; class activities may vary slightly throughout the course. Be sure to check on Canvas and print all necessary items needed for class that day. Class is labeled by day.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date:** | **What’s Due:** | **Class Activities** | **Assignments:** | **Standards:** |
| Jan. 14Class #1 | -Print Syllabus-Supplies | **Syllabus Review****Overview of Common Core; ALCOS****Interest Survey****Lit Circle Review** (sign up)**Book Talks:** **Choosing a Program for Final Project** (sign up)**First Week Activities** Wonderful NameFun with Firsties  | -Article #1-Lit Role #1-Print standards-Print Lit Roles-All Supplies | -Introduction-Common Core Overview  |
| Jan. 28\*Class #2 | -Supplies-Common Core-Article #1-Lit Role #1 | **Article Discussion #1**Skills v Strategies**Graphic Organizers**Pros & Cons**Toolkit Lesson #1** Model lessonCreate a lesson**Model Lesson of 5E** contraction surgery | -Article #2-Lit Role #2- Lesson Plan #1 | -Language Arts Literature K-6 |
| Feb. 4Class #3 | -Supplies-Article #2-Lit Role #2- Lesson Plan #1 | **Article Lit Discussion #2**Combining Texts**Toolkit Lesson #2** When readers lose their way**Nonfiction Units** Making it all connectPenguin Units**Model Read Aloud** *Precious and the Boohag* | -Get Book for Final Project-Article #3-Lit Role #3 | -Language Arts Standards for Informational Text K-2 |
| Feb. 11Class #4 | -Supplies-Article #3-Lit Role #3 | **Article Lit Discussion #3**Selecting Informational Books**Toolkit Lesson #3** Read, Write, and ThinkCreate a Lesson **Standards/Objectives in Kid Friendly Format**Create Essential Questions**Begin Integrated Mini Unit** **Sign up for Read Aloud & V Day Snacks**  | -Get Book for Final Project-Article #4-Lit Role #4-Lesson Plan #2 | -Language Arts Standards for Informational Text 3-6 |
| Feb. 18Class #5 | -Supplies-Article #4-Lit Role #4-Lesson Plan #2 | **Valentine’s Party** **Article Lit Discussion #4**Readers’ TheaterFluency Activities **Literacy Work Stations**Grammar Activities Synonyms, Antonyms, Homonyms ***The Daily Five***  | -Get Book for Final Project-Article #5-Lit Role #5-Read Aloud Lesson Plan Group #1 | -Language Arts for Foundational Skills K-2 |
| Feb. 25Class #6 | -Supplies-Article #5-Article #5-Read Aloud Lesson Plan Group #1 | **Article Lit Discussion #5**Writing Instruction **Literacy Work Stations**Grammar ActivitiesMultiple Meaning Words, Syllabication Patterns, Possessives, Contractions**Types of Genres***The Daily Five* **Read Aloud Project #1****Finish Integrated Unit (if time permits-finish for homework)** | -Bring Final Project Book-Read Aloud Lesson Plan Group #2-Lesson Plan #3 | -Language Arts for Foundational Skills 3-6 |
| March 4Class #7 | -Bring Final Project Book-Read Aloud Group #2-Lesson Plan #3-Lit Roles Due | **Journal Writing**Types of Journal Writing**Narrative Writing** Biographies, Fiction**Writing Stages****Traits of Writing** Using Picture Books**Read Aloud Project #2** | -Read Introduction of your book | -Language Arts for Writing K-2 |
| March 18\*Class #8 | -Bring Book-Read Aloud #1 | **Final Project Jigsaw #1****Persuasive Writing****Expository Writing** Differentiation between the writing styles **Technology & Writing** | -Book Reading-Lesson Plan #4 | -Language Arts for Writing 3-6 |
| March 25Class #9 | -Bring Book-Lesson Plan #4 | **Final Project Jigsaw #2****Scoring Writing Samples**Building a Rubric**Writing in different time periods** days v one sitting**Descriptive Writing** model, adjectives, etc. | -Book Reading-PWS  | -Language Arts for Writing K-6 |
| April 1Class #10 | -Bring Book-PWS | **Final Project Jigsaw #3****Listening Activities****Peer Discussion Groups****Special Guests**Effective questions to ask**Vocabulary Development** (activities-differentiate) | -Book Reading | -Language Arts Standards for Listening & Speaking K-6 |
| April 8Class #11 | -Bring Book | **Final Project Jigsaw #4****Spring Units** **Sentence Structure****Grammar Activities**Nouns, Verbs, AdjectivesCategorizing | -Book Reading | -Language Arts Standards for Language K-2 |
| April 15Class #12 | -Bring Book | **Final Project Jigsaw #5****Figurative language**Similes, metaphors, etc. ***-ed* and *–ing* activity** | -Book Reading | -Language Arts Standards for Language 3-6-Technology |
| April 22Class #13 | - Program Critique Projects | **Final Program Critique Presentations****Final Questions/Concerns** | -Final Projects | -All Standards |

\*Note Missing Days: January 21st-Martin Luther King Holiday; March 11th- Spring Break

Lesson Plan Format

\*Reminder: Lesson Plans are due in ADVANCE to your lab teacher and your instructor (me). Lesson Plan Format is based on a mixture of lesson plan formats. *Be sure to attach worksheets for activities, answer keys, assessments, and brief content information about the topic.* If you choose a lesson from the internet or a resource book, give credit to that source and tell where it came from. Your lesson plan is *not scripted* but just detailed enough so that anyone can understand what to do. All lesson plans should be typed and uploaded to Canvas.

|  |  |  |
| --- | --- | --- |
| Name: | Date: | Teacher: |
| School: | Lesson Source: |
| Lesson Title: |
| Grade: | Topic: |
| Common Core Standards:ALCOS Standards:Kid-Friendly Format (essential questions): |
| Learning Objectives: |
| Materials:  |
| Modifications for Inclusion and ELL Students: |
| Differentiation (small groups & independent work): Keep in mind: What are other students doing while you are teaching a small group lesson? List the small group activities and briefly describe how you will reach leveled students. Small group activities may include or will need to include technology such as including education websites and apps.  |
| Assessment (brief description-attach rubric, test, etc.): |
| Related Literature (title & author only):What are some books to have sitting out in the classroom that engage learners to learn more about the topic you are teaching?  |
|  | **Lesson Cycle**  |  |
| 1) *Engage (Focus*): Briefly describe how you will initiate the learning tasks by accessing prior knowledge and learning experiences and mentally engaging students in the concept, process or skill to be explored. Examples: get their attention, ask the ‘burning question’ that kick-starts this lesson or phase, show ‘novel’ images, materials, stories to begin student thinking  |
| 2) *Explore (Explicit Hands-on):* Briefly provide a common base of experience within which students identify and develop current concepts, processes, or skills. Students use ‘active’ learning to manipulate materials or explore the environment. Examples: get students involved in hands-on inquiry that focus on the engage question, let them try out some of their ideas about this question, help them make observations and gather evidence that supports concept development |
| 3) *Explain (Reflect):* Briefly describe the opportunities you will provide for learners to develop explanations of concepts that they have been exploring. Students must verbalize conceptual understanding, demonstrate skills, and attach formal labels and definitions to new ideas.Example: the traditional “vocabulary” format but with the added twist that targets vocabulary to build on students’ conceptual thinking, get students involved in peer and class discussions on new learning, guiding them to accept scientific ideas, and question students’ thinking based on new experiences, evidence, or knowledge created  |
| 4) *Elaborate-Extend (Apply):* Briefly describe how to develop in learners a deeper and broader understanding and practice, applying newly acquired skills and behaviors to new or practical situations. Example: Relate what students just learned to social and scientific issues encountered outside of the classroom through further study, inquiries, or projects, carry out a lesson that connects this concept with other concepts or ideas already, use the newly learned concept in a new or novel situation. |
| 5) *Evaluate (Assessment):* Briefly describe how you will assess students’ understanding and abilities so that they can demonstrate what they ‘know and can do.’ Students are provided frequent opportunities for *formative* assessment, applying new learning, and teacher feedback.Examples: collect frequent evidence of individual learning from meaningful assignments, rely on embedded assessment to gauge individual learning and performance, check students’ understanding and performance in practice through check-sheets, individual questioning, and written drawings and reflections, give opportunity for self-assessment of learning through writing, journals, and peer sharing of thinking |
| 6) *Personal Reflection* (to be added after lesson is taught): Briefly answer the following questions in paragraph format: 1) What was the best about your lesson? 2) What was the weakest? 3) What did you learn and would change in the future? 4) What do you need to work on in order to be a stronger teacher?  |

Professional Work Sample (50 points)

**Materials Required:** LRC digital video camera with charged battery and tripod, videotape (mini-DVD), lesson plan and lesson attachments, and student assessment piece. You may also use any other form of videoing that you have available and submit the video on a DVD.

*Planning (10 points):* Complete your lesson plan in consultation with your cooperating teacher. Arrange for your cooperating teacher to review and approve your planned lesson before observing you teach it. Then respond to the following questions. Be specific with detailed examples from your lesson. Attach your lesson plan to your written responses:

1. How do your lesson plan and the learning environment promote student engagement, inquiry, and encourage supportive interactions for ALL students?
2. How will you determine if all students made progress toward achieving the learning objective(s) or outcome(s)? *Be sure to reference your student evaluation piece.*

Implementation of the Lesson (10 points): Ask your observer to evaluate your teaching using the Observation Instrument and to particularly take notes on the following:

* Examples of student insights and/or high levels of engagement
* Examples of student confusion and/or lack of engagement
* More and less effective parts of the lesson including notes on how characteristics of effective teaching and student management explain differences in the effectiveness of these parts.

Attach a copy of the lesson observation form.

Take a digital picture of any student creations/devices that are evaluated for learning if applicable.

*Reflection on Performance (15 points):* After the lesson, facilitate a discussion with your observer about your teaching and their evaluation of it that focuses on the following questions, and then view the ***videotape*** of your teaching of this lesson and take additional notes. In considering the actual implementation of this lesson, as you discussed and later viewed it, consider the following questions:

1. What parts of the lesson were more effective? What characteristics of effective science/math/language arts teaching explain the effectiveness of these parts?
2. What parts of the lesson were less effective? What characteristics of effective science/math/language arts teaching are relevant when considering how to improve these parts of the lesson?

Write a one-paragraph summary for each of the two items with specific examples from your lesson to recap the discussion and further your thoughts after viewing your teaching tape.

Also, write a one-paragraph response to the following item with specific examples from your implemented lesson:

3. What insights did you gain from viewing the videotape yourself that were different from your observer’s notes and feedback? How might you use these insights to improve future science/math/language arts lessons? To make them more effective based on inquiry approaches you are learning and the science/math/language arts you are teaching?

*Analysis of Student Learning (15 points):* Carefully analyze student assessment pieces as data for student learning in this lesson. Make a one-page chart or table with descriptions and numbers (frequencies, percents, averages, etc.) for student learning results for the class, groups, and for each student. Attach a few chosen examples of actual student work samples (*names removed*) to your data analysis as supporting artifacts of student learning: OR attach sample digital photographs appropriately labeled of any student creation or project that you evaluated.

Write a one-paragraph response to each of the following questions based on your assessment data:

1. What did the assessment data reveal about the learning of ALL students, including your students of color? Refer to both group/team (if applicable) and individual learning. Be specific in referring to your analysis of student learning and student learning strengths and weaknesses.
2. How would you use these data on student learning to inform future instructions? What would you have done differently? What will you do differently to improve learning in the future? [*Refer to possible approaches learned in methods*].
* **Did you attach the PEPE*form*?**
* **Did you include your videotape cued up to the beginning of your lesson?**
* **Did you include or attach your *analysis of student learning* data page?**
* **Did you attach any new images or samples of students’ work or assessment?**

*Overview of PWS:* Most PWS’ are double-spaced but single-spaced is fine with me. Be sure to include headings:

I. Planning: 1-2 pages; 10 points

II. Reflection on Performance: 1-3 pages; 15 points

III. Analysis of Student Learning: 1-2 pages plus analysis page; 15 points

IV. Lesson Plan and Attachments: pages vary; 10 points