

THE UNIVERSITY OF GEORGIA
College of Education – Department of Language and Literacy Education
READ 3420: Reading Instruction in the Elementary School

Instructor: Ran Hu
301 Aderhold Hall, Office K (706-227-4488)
ranhu@uga.edu
Time and Location: Thursdays, 8:00 – 12:15; Aderhold Hall, Room 412
Office Hours: After class or by appointment

Overview of the Course

READ 3420, “Reading Instruction in the Elementary School,” is the first course in a two-course sequence of methods of reading instruction for Early Childhood Education (Preschool – Grade 5) majors at the University of Georgia. The second course, READ 3430, “Reading Assessment in the Elementary School,” follows the next semester in the ECE program. It is important to note that reading, literacy, and language arts content and instruction are addressed also in two other courses: ELAN 3110 “Children’s Literature and Oral Language, Grades P - 5,” and ELAN 4120, “Language and Literacy, Grades P – 5.” Thus, this 4-course block should be viewed as a unified set of courses that prepares ECE majors to teach children to develop proficiency and interest in reading, writing, oral language, and children’s literature.

READ 3420 will focus on foundational aspects of reading instruction such as word identification, fluency, vocabulary, and comprehension. Student diversity and the role of technology are also addressed. READ 3430 will build on and extend these topics by focusing on reading assessment strategies, techniques for teaching struggling readers, integrating composition and children’s literature into a reading program, and structures for organizing and managing a Preschool – Grade 5 reading program.

Course Objectives

- To acquire an understanding and appreciation of the significant responsibilities elementary teachers have and the issues they face in teaching a classroom of young children to read;
- To learn about current research, theoretical issues, and pragmatic topics associated with creating an effective and successful elementary reading instruction program;
- To move forward along the professional role and responsibility continuum that will lead to the development of high competence in classroom elementary reading instruction;
- To demonstrate developing competence in teaching reading through an initial field experience in an elementary classroom; and
- To acquire an understanding of and ability to apply current research, theory, and practices regarding the teaching and learning of reading for young children. Specific content to be addressed in this course includes the following:
 - Varying views and models of literacy learning and instruction;
 - Balancing reading instruction with activities that immerse students in a reading/literate environment;

- Motivation and affective dimensions of literacy;
- Emergent literacy/beginning reading principles and practices;
- Phonemic awareness and learning to read;
- Word identification instruction through sight vocabulary and phonic, structural, and contextual analysis;
- The development of spelling and its relationship to word identification;
- Developing reading fluency;
- Developing meaning vocabulary;
- Comprehension processes and strategies for teaching various levels and dimensions of reading comprehension;
- Reading, understanding, and learning from content texts;
- Literacy and culturally and linguistically diverse learners; and
- Literacy, technology, and new/multiple literacies.

Course Requirements

1. Texts. There are two textbooks for this course. All should be available at the University, FTX, Off Campus, and Baxter Street bookstores. Of course, you may also secure these from online retailers as well.

Diller, D. (2003). *Literacy work stations: Making centers work*. Portland, ME: Stenhouse Publishers.

Graves, M. F., Juel, C., & Graves, B. B. (2006). *Teaching reading in the 21st century*. Boston: Allyn and Bacon.

2. Attendance and Punctuality (10 points). Because many of the topics and considerable content covered in the course are taught and communicated by way of class demonstrations, class activities, and class discussions, attendance is crucial for a full understanding of course material. Furthermore, you are also required to be punctual. Every class begins punctually at 8:00 am. Therefore, **five points** will be deducted from your final grade if you have more than one unexcused absence or you arrive at class late for three times.

3. Readings and Responses (10 points). This requirement involves reading and responding to articles, chapters, or Internet documents that address the core components of READ 3420. These readings come from several sources: (a) the required textbooks *Teaching reading in the 21st Century* and *Literacy work stations*; (b) full-text articles that are available in electronic copy through the “Academic Search Premier” (at EBSCOhost)” database available through GALILEO on the UGA libraries web site <https://libs.uga.edu/> The password is _____; and (c) Internet documents. All due dates are listed on the calendar. Please note that the grade points are awarded for responses turned in on time. It will be your responsibility to remember to turn in your response on time. Responses turned in late will not be awarded the on-time points.

- All reading responses, formal or informal, are due each **Tuesday before 8:00 pm**. Please upload your responses to WebCT and bring a copy to every class. Name the file as – **Firstname_Lastname_ResponseWeek#.doc**

- You are required to turn in **three formal responses (3 to 5 pages, double-spaced)**. Your formal responses must be **integrative**, that is, a written commentary that addresses all the readings for the week and that extracts critical, important themes or key ideas. Responses may have various foci, such as some combination of the following: (a) expressing what you learned; (b) commenting on what you found thought provoking; (c) describing how the material related to what you already knew; (d) responding critically to the author’s assumptions; (e) contrasting the substance and perspective of the readings to your evolving philosophy of reading and writing; or (f) commenting on how you could use the information in your classroom. Again, responses must be typed, using 12 point, Times New Roman font, and 1 inch margins.
- You are required to turn in **six informal responses**. There is no page or format limit toward informal responses. Please use your creativity and respond to the readings in different styles such as quotations, questions, reading notes, illustrations, etc. **Even though these are informal responses, you still need to read ALL the required readings for the week and show it in your responses.** If you choose to draw illustrations to represent the readings or use some other styles that have to be handwritten, please write an introduction of your response and upload the introduction to WebCT. Just remember to bring your original response to class for discussion purpose.
- Please be sure that your name and the date appear on all responses. The following rubric will be used to evaluate your responses:

Category	Possible Points	Evaluation Criteria		Points Earned
Response turned in weekly	2	Late 0	On time 2	
Specific references to readings	2	Poor 0	Excellent 2	
Thoughtful, insightful response to readings	4	Poor 0	Excellent 4	
Grammar, mechanics, usage, neatness, spelling, compliance with required guidelines	2	Poor 0	Excellent 2	
TOTAL POINTS	10			

4. Team professional article presentation (10 points). This assignment requires small groups (3-4 students per group) to select an article related to the topic for the scheduled class and present the content of the article. The presentation may include: lecture, discussion, demonstration, or interactive participation by the entire class. Be creative! Choose one of the articles from the professional bibliography near the end of the syllabus. Each presentation should be approximately 30 minutes in length. Please prepare a one page handout for all class members and the instructor. Include: (a) the names of all group members; (b) citation information; and (c) a listing of the key ideas contained in the article and how an ECE teacher might adapt or extend the ideas. The following rubrics will be used to evaluate your presentation:

Category	Possible Points	Evaluation Criteria		Points Earned
One page handout provided with required information (see above)	3	Poor 0	Excellent 3	
Clear, informative presentation of article content	4	Poor 0	Excellent 4	
Acted as a professional when working with peers	2	Poor 0	Excellent 2	
Group member involvement	1	Poor 0	Excellent 1	
TOTAL POINTS	10			

5. Field experience requirements I – lesson plans (20 points). In READ 3420, a Pre-K to Grade 5 reading program is conceptualized as a balance of reading *instruction* (teaching skills and strategies) and *immersion* (engaging students in literacy practice and application activities). Interns are required to engage in at least 3 instruction and 3 immersion activities that are appropriate to the age and grade level of their students and that are compatible with their mentor teacher’s literacy program. The following lists provide samples of such activities, but you are not limited to this list. Feel free to draw on the experiences you’ve read about in all the texts, as well as the lessons you’ve watch on the CD in class.

Reading Instruction Activities	Reading Immersion Activities
Teaching a phonemic awareness or phonics lesson	Reading aloud a picture or chapter book
Teaching a structural or contextual analysis strategy	Engaging children in a literature-response activity (oral, written, artistic)
Teaching a vocabulary strategy	Engaging in a shared reading of a big-book
Teaching a comprehension or critical reading strategy	Engaging children in a choral or interactive reading activity
Teaching a content reading strategy	Organizing and monitoring a self-selected reading period
Engaging students in the guided reading of a selection from the adopted reading program	Organizing and monitoring a written reading response activity (reading journals)
Teaching a literature genre or response strategy	Organizing and monitoring a paired or buddy reading period
Other activities presented to the instructor prior to their implementation	Other activities presented to the instructor prior to their implementation

- You are required to submit **two instruction** lesson plans.
- Please submit the two lesson plans electronically to WebCT **before 8 pm on Mondays, March 5 and March 19**. Name the file as – **Firstname_Lastname_Lessonplan#.doc**
- Please use the template for lesson plans attached at the end of this syllabus.
- If you are unsure about which category a lesson falls in, be sure to check with me *prior* to teaching the lesson.

- For the reflections, I strongly suggest you write it **immediately** after implementing the lesson.
- Talk with your mentor teacher about the supplies (magnetic letters, for example) that you would like to use. If she doesn't have what you want, it's likely someone in the building has what you need. Also stay in close contact with your colleagues at other schools—maybe you could work out a trade system.
- Each lesson plan will be evaluated using the following rubric. The two scores will be averaged for your overall lesson plan grade.

Lesson Plan	Points Possible	
Submitted on time	Late 0	On time 2
Objective and Assessment matched	No 0	Yes 3
Detailed procedures and materials	Poor 0	Excellent 10
Reflection	Poor 0	Excellent 5
Total		/ 20

6. Field experience requirements II – fortnightly reflections (10 points). The essence of a professional teacher is thoughtful deliberation and problem solving. As a teacher, reflective thinking will facilitate the ability to devise new ways of teaching and to interpret experiences from a fresh perspective. Zeichner and Liston (1996) have identified five different traditions of reflective practice in teaching: 1) the academic version – stresses reflection on subject matter/content and how teachers teach to promote students understanding, 2) the social efficiency orientation - highlights the application of teaching strategies and suggests that teachers should focus their reflections on how well their own practice matches what the external research says, 3) the developmental tradition – underscores using teaching to build on students' backgrounds, interests, thinking, and patterns of developmental growth, 4) the social reconstructionist version – stresses reflection about the social and political context, and 5) the generic tradition – emphasizes on encouraging teachers to reflect about their teaching in general.

- You are required to turn in **two** fortnightly reflections about teaching and observing the teaching of reading during the field work. The reflection should be 3 to 5 pages, double-spaced.
- Please submit the two fortnightly reflections electronically **before 8:00 pm** on **Thursday, March 8 and Monday, April 2**. Name your file as – **Firstname_Lastname_FortnightlyReflection#.doc**
- Each reflection will be evaluated using the following rubric. The two scores will be averaged for your overall reflection grade.

Weekly Reflections	Points Possible	
Submitted on time	Late 0	On time 3
Thorough, detailed, in-depth reflection	No 0	Excellent 7
Total		/10

7. Field experience requirements III – two classroom observations coded (10 points).

- You are required to observe your cooperating teacher teaching reading for 60 minutes **twice**, one time in week one and one time in week three.
- Please take detailed notes and code those notes for dimensions A, B, C and D.
- Submit your coding electronically to WebCT **before 8:00 pm Friday, March 2 and Friday, March 23**. Name your file as – **Firstname_Lastname_observation#.doc**
- Each coding will be evaluated using the following rubric. The two scores will be averaged for your overall observation grade.

Observations	Points Possible	
Submitted on time	Late 0	On time 2
Focused on the teacher teaching reading	No 0	Yes 2
Detailed notes – make sense to someone who was not there	Poor 0	Excellent 3
Notes are coded appropriately along dimension A, B, C, D and are easy to understand.	Poor 0	Excellent 3
Total		/ 10

8. Final project (20 points). The final project will assess the students’ ability to identify, synthesize, and apply knowledge, ideas, concepts, and processes related to reading instruction in the K-5 classroom. The final project is designed as a comprehensive synthesis of your experience this semester. Each component will serve as the basis of a professional portfolio that you will use during the interviewing process.

- Please submit the following items in the last class (**April 26**).
 - Title page with the course name, your name, my name, and the date
 - Philosophy of Teaching Reading paper (10 points)
 - Nine formal and informal reading responses (2 points)
 - Lesson plan exemplar (5 points)
 - Artifacts such as student work samples, photographs, or teacher resources
 - Use sheet protectors for any artifacts

- **Philosophy of Teaching Reading (10 points):** This 3-5 page double-spaced document should include your current, yet evolving thinking about teaching reading in the elementary school. Consider your audience to be a prospective principal. The document should:
 - Be written in first person, but have a formal tone.
 - Include specific references to justify your position. These references may come from our textbook or other related textbooks, articles that you've read throughout the semester, or statements from professional organizations.
 - Address how you see or define your role in teaching reading.
 - Specifically define and address each of the following:
 - Phonemic awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
 - Include careful attention to grammar, mechanics, and neatness.

- **Lesson Plan Exemplar (5 points):** Choose one lesson plan that you taught during your field experience that best exemplifies your approach to teaching reading.
 - Based on the feedback you received, make any necessary changes for clarity, mechanics, and formatting.
 - Artifacts to support or showcase your lesson, if possible.

- **Class Presentation (3 points):** Prepare a 5-8 minute presentation on your Lesson Plan Exemplar as a way to share your good ideas with your peers. Be prepared on April 26 to provide a brief explanation of:
 - Why you chose this particular plan.
 - How it reflects your philosophy of teaching reading.
 - Any student samples or artifacts.

Feel free to support your presentation with appropriate media.

9. A note on professionalism. It is important to be aware of the professional nature of the field you are entering. Parents and caregivers entrust to elementary teachers their most precious possessions—their children. As a result, teachers have a tremendous responsibility involving the care and education of the children in their classes. During the field experience, you will have opportunities to develop professional behaviors that include: (a) being prepared and timely when fulfilling all instructional responsibilities; (b) interacting with children in a warm, respectful, professional manner; (c) communicating with parents clearly, honestly, and tactfully; (d) maintaining the confidentiality of information about students and families you teach (use first name pseudonyms, not actual names, when referring to students in class or in written materials); (e) cooperating with colleagues through planning and instruction; (f) putting forth the greatest effort possible to enable the children you teach to grow and develop intellectually, emotionally, and socially.

Additional Information

Preparation of written work. This is an upper-division university course, so you are expected to exhibit competence in your written work. In addition, given that the focus of this course is literacy teaching and learning, it is essential that you demonstrate high levels of literacy for students in current and future classrooms and in written professional communications with colleagues, administrators, and parents. Therefore, your written products in this course will be graded not only for substance in your writing (what you say—it’s clarity, depth, insight) but also with regard to the form of your written work (how you present the information stylistically). Correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will be part of the grading process.

Academic honesty. Please be aware of and comply with the UGA “Academic Honesty Policy (A Culture of Honesty)”, which can be found at http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm.

Disabilities and health-related issues. Students with a disability or health-related issue who need a class accommodation should make an appointment to speak with the instructor as soon as possible.

UGA inclement weather policy. Please be aware of the UGA Inclement Weather Policy regarding the possible closings of the university on the main homepage www.uga.edu.

Grades

Requirements	Total Points
Participation <ul style="list-style-type: none"> ▪ oral report from the field ▪ class involvement 	10
Attendance and punctuality	10
Reading responses	10
Team professional article presentation	10
Lesson plans	20
Biweekly reflections	10
Coded observations	10
Final project	20
Total possible points	100

Course grades will be determined by computing a final point total, which will be converted to a course grade as follows:

A= 90-100; B=80-89; C= 70-79; D= 60-69; F= 0-59.

Calendar

Date	Topics	Readings, Activities, and Assignments Due
Class 1: January 11	Introductions & Overview	
Class 2: January 18	Reading Instruction, Motivation and Engagement	1. <i>Teaching Reading in the 21st Century</i> , Ch.2, 3 2. <i>LWS</i> , Ch. 1 Reading response due on WEBCT Tuesday before 8 pm Group Presentation due
Class 3: January 25	Phonemic Awareness and Other Aspects of Emergent Literacy	1. <i>Teaching Reading in the 21st Century</i> , Ch.4 2. <i>LWS</i> , Ch. 2 3. “Phonemic Awareness and the Teaching of Reading,” IRA Position Statement, www.reading.org/downloads/positions/ps1025_phonemic.pdf Reading response due on WEBCT Tuesday before 8 pm Group Presentation due
Class 4: February 1	Phonics and Other Word-Recognition Skills	1. <i>Teaching Reading in the 21st Century</i> , Ch. 5 2. <i>LWS</i> , Ch. 3 3. “The Role of Phonics in Reading Instruction,” IRA Position Statement, www.reading.org/downloads/positions/ps1018_phonics.pdf Reading response due on WEBCT Tuesday before 8 pm Group Presentation due
Class 5: February 8	Fluency	1. <i>Teaching Reading in the 21st Century</i> , Ch. 6 2. <i>LWS</i> , Ch. 4 Reading response due on WEBCT Tuesday before 8 pm Group Presentation due
Class 6: February 15	Vocabulary Learning and Instruction	1. <i>Teaching Reading in the 21st Century</i> , Ch. 7 2. <i>LWS</i> , Ch. 5 Reading response due on WEBCT Tuesday before 8 pm Group Presentation due
Class 7: February 22	Comprehension	1. <i>Teaching Reading in the 21st Century</i> , Ch. 8.9 2. <i>LWS</i> , Ch. 6 Reading response due on WEBCT Tuesday before 8 pm Group Presentation due
March 1	FIELD DATE	
March 8	FIELD DATE	
March 15	Spring Break	
March 22	FIELD DATE	
March 29	FIELD DATE	

<p>Class 8: April 5</p>	<p>Encouraging Independent Reading and Reader Response</p>	<p>1. <i>Teaching Reading in the 21st Century</i>, Ch. 10 2. <i>LWS</i>, Ch. 7</p> <p>Reading response due on WEBCT Tuesday before 8 pm Group Presentation due</p>
<p>Class 9: April 12</p>	<p>Higher Order Thinking skills, Writing and Reading</p>	<p>1. <i>Teaching Reading in the 21st Century</i>, Ch. 11,12 2. <i>LWS</i>, Ch. 10</p> <p>Reading response due on WEBCT Tuesday before 8 pm Group Presentation due</p>
<p>Class 10: April 19</p>	<p>Diversity, Technology, and Reading Instruction to EFL students.</p>	<p>1. Smolkin, L. I., & Lawless, K. A. (2003). Becoming literate in the technological age: New responsibilities and tools for teachers. <i>The Reading Teacher</i>, 56, 570-577. 2. Pransky, K., & Bailey, F. (2002/2003). To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students. <i>The Reading Teacher</i>, 56, 370. 3. <i>Teaching Reading in the 21st Century</i>, Ch. 13</p> <p>Reading response due on WEBCT Tuesday before 8 pm Group Presentation due</p>
<p>Class 11: April 26</p>	<p>Course wrap-up</p> <ul style="list-style-type: none"> ▪ Final project presentations 	<p>Final Project due</p>

Professional Article Options for Group Presentations (choose one)

Class 2: Reading Instruction, Motivation and Engagement

1. Beck, I. L., & McKeown, M. G. (2001). Text talk: Capturing the benefits of read-aloud for young children. *The Reading Teacher*, 55, 10.
2. Cole, J. E. (December 2002/January 2003). What motivates students to read? Four literacy personalities. *The Reading Teacher*, 56, 326.
3. Fawson, P. C., & Reutzel, D. R. (2000). But I only have a basal: Implementing guided reading in the early grades. *The Reading Teacher*, 54, 84.
4. Gambrell, L. B. (1996). Creating classroom cultures that foster reading motivation. *The Reading Teacher*, 96, 14.
5. Sipe, L. (2002). Talking back and taking over: Young children's expressive engagement during storybook read alouds. *The Reading Teacher*, 55(5), 476-483.

Class 3: Phonemic Awareness and Other Aspects of Emergent Literacy

1. Cowen, K. W. (2001). Bridging the theme: The arts and emergent literacy. *Primary Voices K - 6*, 9(4), 10.
2. Ford, M., & Opitz, M. F. (2002). Using centers to engage children during guided reading time: Intensifying learning experiences away from the teacher. *The Reading Teacher*, 55, 710.
3. Richgels, D. J., Poremba, K. J., & McGee, L. (1996). Kindergarteners talk about print: Phonemic awareness... *The Reading Teacher*, 49, 632.
4. Schwartz, R. M. (2005). Decisions, decisions: Responding to primary students during guided reading. *The Reading Teacher*, 58, 436. (paper copy only)
5. Strickland, D. S. (2004). The role of literacy in early childhood education. *The Reading Teacher*, 58, 86-100.

Class 4: Phonics and Other Word-Recognition Skills

1. Dahl, K., & Scharer, P. L. (2000). Phonics teaching and learning in whole language classrooms: New evidence from research. *The Reading Teacher*, 53, 584.
2. Helman, L. (2004). Building on the sound system of Spanish: Insights from the alphabetic spellings of English-language learners. *The Reading Teacher*, 57, 452. (paper copy only)
3. Orellana, M. F., & Hernandez, A. (1999). Talking the walk: Children reading urban environmental print. *The Reading Teacher*, 52, 612.
4. Richek, M. A. (2005). Words are wonderful: interactive, time-efficient strategies to teach meaning vocabulary. *The Reading Teacher*, 58, 414.

Class 5: Fluency

1. Gonzalez-Bueno, M. (2003). Literacy activities for Spanish-English bilingual children. *The Reading Teacher*, 57, 198.
2. Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Fluency assessment and instruction: What, why, and how? *The Reading Teacher*, 58, 702.
3. Kuhn, M. (2004). Helping students become accurate, expressive readers: Fluency instruction for small groups. *The Reading Teacher*, 58, 338-344.

4. Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58, 510-519

Class 6: Vocabulary Learning and Instruction

1. Bear, D. R., & Templeton, S. (1998). Explorations in developmental spelling: Foundations for learning and teaching phonics, spelling... *The Reading Teacher*, 52, 222.
2. Bloodgood, J. W., & Pacifici, L. C. (2004). Bringing word study to the intermediate classroom. *The Reading Teacher*, 58, 250.
3. Brown, K. J. (2003). What do I say when they get stuck on a word? Aligning teacher prompts with students' development. *The Reading Teacher*, 56, 720.

Class 7: Comprehension

1. Block, C. C., & Israel, S. E. (2004). The ABCs of performing highly effective think-alouds. *The Reading Teacher*, 58, 154.
2. Cortese, E. E. (2003/2004). The application of question-answer relationship strategies to pictures. *The Reading Teacher*, 57, 374.
3. Lubliner, S. (2004). Help for struggling upper-grade elementary students. *The Reading Teacher*, 57, 430.
4. Pardo, L. S. (2004). What every teacher needs to know about comprehension. *The Reading Teacher*, 58, 272.

Class 8: Encouraging Independent Reading and Reader Response

1. Kong, A., & Fitch, E. (2002/2003). Using book club to engage culturally and linguistically diverse learners in reading, writing, and talking about books. *The Reading Teacher*, 56, 352.
2. Linaberger, M. (2004/2005). Poetry top 10: A foolproof formula for teaching poetry. *The Reading Teacher*, 58, 366-372.
3. Palmer, R. G., & Stewart, R. A. (2005). Models for using nonfiction in the primary grades. *The Reading Teacher*, 58, 426-433.

Class 9: Higher Order Thinking skills, Writing and Reading

1. Behymer, A. (2003). Kindergarten writing workshop. *The Reading Teacher*, 57, 85.
2. Furr, D., & Bauman, G. A. (2003). Struggling readers get hooked on writing. *The Reading Teacher*, 56, 518.
3. Learning to read and write: Developmentally appropriate practices for young children. (1998). *The Reading Teacher*, 52, 193.
4. Reutzel, D. R., & Cooter Jr., R. B. (1991). Organizing for effective instruction: The reading workshop. *The Reading Teacher*(8), 548.
5. Stewart, L. T. (1997). Reader's Theatre and the writing workshop: Using children's literature to prompt student writing. *The Reading Teacher*, 51, 174.
6. Swift, K. (1993). Try reading workshop in your classroom. *The Reading Teacher*, 46, 366.

Class 10: Diversity, Technology, and Reading Instruction to EFL students

1. Drucker, M. (2003). What reading teachers should know about ESL learners. *The Reading Teacher*, 57, 22.

2. Forbes, L. S. (2004). Using web-based bookmarks in K-8 settings: Linking the Internet to instruction. *The Reading Teacher*, 58, 148.
3. Hester, J. L., & Teale, W. H. (2002). Where do you want to go today? Inquiry-based learning and technology integration. *The Reading Teacher*, 55, 616.
4. Meier, T. (2003). "Why can't she remember that?": The importance of storybook reading in multilingual, multicultural classrooms. *The Reading Teacher*, 57, 242.

Please read this course outline carefully and thoroughly. Your instructor will provide an overview of course outline information in class, but READ 3420 students are responsible for being aware of, understanding, and complying with the details of all course requirements and procedures as specified in this outline. Please ask your instructor if you are unclear about or have questions about any course requirement or procedure. Also, please note that the course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

LESSON PLAN TEMPLATE:

Your last name, first name

Read 3420

Spring, 2007

Lesson Plan # _____

Theme

- What are you teaching?

Date

- What is the date of teaching

Time

- How long does this lesson last - from ? time to ? time.

Objective

- Each lesson plan must include at least one ELA GPS objective for your grade level.

Materials

- List all the materials you will use in teaching this lesson, such as the name of the big book or chapter book you will read aloud, the core textbooks, teacher manuals, big eraser board, computer and internet, students' workbooks...

Key vocabulary

- Is there any new vocabulary that you will introduce to children? Please list those vocabulary and the definitions here.

Procedures (I am looking for **very detailed** procedures here.)

Beginning

- How you are going to start your lesson - Are you going to give a brief introduction? A review of what students learned earlier? Asking a few questions to exam students' prior knowledge? What kinds of questions you will ask here and what kind of answers you expect students to reply?

Main teaching

- I want detailed, step-by-step list of how you are going to conduct this lesson.

Closure

- How you will close this lesson – a quick summary, a review, or what else?

Assessment

- Your assessment needs to match your objective. For example, if you have two objectives, then you need to have two assessments. And the assessment does not have to be a formal test or something written. For instance, you can ask your students to take out

a piece of paper and quickly use only one minute to write down the answer of one of your questions.

Reflection

- Reflect immediately!!!
- Reflections need to include what went well and what you will do to improve the next time you teach this lesson. Also include your own thinking about the experience: Were you nervous? What is your confidence level in working with small groups? Whole class? How was your pacing—did the lesson last longer or shorter than you imagined? What obstacles did you encounter? (behavior issues, materials, too hard, too easy, etc.) Reflections are for *you*, not for *me*. With that said, you need to demonstrate a thoughtful analysis of the lesson, but don't invent things for my sake. Reflections should be narrative.