**EDU 279**

**Module One Assignments**

**Lab**

**Classroom Observation:**

*During this first module, students should make appropriate arrangements for classroom observation throughout the semester.*

Observe reading instruction in an elementary classroom or by video if a live experience is not available. Specifically look for reading curriculum, methods and techniques used by the classroom teacher, and how students respond. Suggested observation period of 3 hours. *Use the Journal Assignment below to assist students in reflecting on the observation.*

**Teacher Interview**

Interview the teacher observed. Guide and document the interview using the assignment below. Suggested time 1 hour.

**Lab Assignments:**

**Journal Assignment**

Reflect on your classroom observation and answer the following:

1. Describe the setting of the observation
   1. What school and grade did you observe?
   2. When did you visit and how long did you stay?
   3. How many students and adults were present during the reading instruction?
2. Describe the Instruction/lesson you observed
   1. How long did the reading instruction/lesson last?
   2. Was the lesson open-ended or direct instruction?
   3. Was the instruction delivered to the whole-group, small-group, or individualized?
   4. Did you notice any differentiation in the instruction? (This is referring to individualization for varying learning needs/preferences)
3. Describe the student response to the lesson/instruction
   1. Did the students seem interested and focused during the lesson/instruction?
   2. How were the students actively engaged in learning?
   3. Did the students appear to show new learning and/or growth by the conclusion of the lesson/instruction?
4. Share your thoughts about the observation
   1. Connect your observation to the Module One reading and resources. What from Module One did you see first-hand in this classroom?
   2. What is one thing you saw that you want to remember as a future reading teacher?

**Teacher Interview**

Interview the teacher you observed. Ask the questions below and five additional questions that you created. Document the teacher’s answers and submit.

1. How long have you been teaching reading?
2. How has reading curriculum and instruction changed during that time?
3. Do you feel that your education and training prepared you well for teaching reading? Why or why not?
4. What current curriculum and methodology are you using to teach reading?
5. Was the selection of this curriculum and methodology your individual choice, a grade-level choice, a school, or district choice?
6. What kind of professional development have you received to best equip you to teach this curriculum and/or use this method?
7. What resources are available to you to assist with reading instruction?
8. Do you feel that most students come to your classroom reading on grade-level?
9. What percentage of your class would you say is reading below grade-level, on grade-level, and above grade level?
10. How do you differentiate instruction to meet the various needs of the students in your class?

**Course / Lecture Assignments**

**Discussion Assignments**:

See the course resources for detailed, general directions and a grading rubric for discussion boards. You can insert the prompt(s) you wish to use into to general template.

Prompt One:

Recall your own reading and writing instruction from elementary school. Answer the following question about the instruction you were given:

1. What approaches, curriculum, or techniques were used to teach you how to read and write? Did your teachers use phonics, sight words, whole language?
2. What did you like best about the reading and writing instruction you were given in elementary years?
3. Was instruction delivered to the entire class or were there reading groups?
4. Was reading and writing taught together as Language Arts or were they two separate classes?
5. Make as many connections as you can between the instruction you received and the Module One reading materials.

Prompt Two:

Think about the functionality of reading. Watch this reading of the book “Oh How I Wished I Could Read,” by John Gile (1995) <https://www.youtube.com/watch?v=4KH2Ipjwr9M>

To begin your original post, make a list of functional reading demands present in our society. Name as many as you can think of. Next, discuss what life would be like if you could not meet those demands due to illiteracy.

For the second part of your post, consider how using electronic devices has become part of functional reading demands in our society. Discuss the difference in reading a book vs. reading digital materials, focusing on the sequential reading of a book vs. the nonlinear reading of digital materials. How might this difference challenge emerging readers who have routinely used digital devices prior to learning to read?

**Module Assignments:**

Option One:

Have students watch the video “What Teachers Should Know About the Science of Reading” (<https://www.youtube.com/watch?v=1HGS9EG0HgU>) then write a paper that summarizes the material presented in the video. Answer the following questions in the paper:

* What is the Science of Reading? (Timestamp 3-5 minutes)
* How does the brain learn to read? Specifically discuss the Simple View of Reading and Orthographic Mapping (Timestamp 5-10 minutes)
* What are the Reading Wars? (Timestamp 10-16 minutes)
* What is Balanced Literacy and what do we want to see in early literacy instruction? (Timestamp 12-19 minutes)
* What strengths and weaknesses are given of teacher preparation programs in regards to literacy preparedness? (Timestamp 19-22 and 27-30 minutes)
* Discuss dyslexia and reading (Timestamp 25-27 minutes)

Conclude the paper with your thoughts regarding this research and your feelings about providing literacy instruction.

Grading:

The six bulleted items and the conclusion are all worth 12 points each (84 total points). The remaining 16 points will come from college-level writing with attention to clarity, spelling, and grammar.

Option Two:

Have students conduct online research on the topic of how well U.S. students read. Ask students to then take a deeper dive into how well NC students read. Have students write a paper that summarizes their findings. Answer the following in the paper:

* Was there general agreement, or do findings contradict?
* Are the statistics cited clear and understandable?
* What did your research reveal about how well U.S. students read?
* What did your research reveal about how well NC students read?
* Is the overall tone positive or negative?
* What might the average person conclude about today’s children and schools from this information?

Grading:

Quality resources that are cited in reference page and use of citations throughout the paper 20 pts

Each of the 6 bulleted items above are worth 10 points each 60 pts

College-level writing with attention to clarity, spelling, and grammar 20 pts