**EDU 279**

**Module Four Assignments**

**Lab**

**Classroom Observation**

Observe phonics and word analysis skills in a young elementary classroom (pre-K or Kindergarten) or by video if a live experience is not available. Specifically observe the environment as it supports phonics and sight word acquisition, any activities that foster development in these areas, and how students respond to activities intended to support their growth and development in these areas. Suggested observation period of 2 - 3 hours. *Use the Journal Assignment below to assist students in reflecting on the observation.*

**Video Training**

Jack Hartmann’s *Jump Out Words*

<https://www.youtube.com/watch?v=5LU2xP18N40>

Consider the following thought questions while viewing. You will answer the questions in this week’s journal.

1. How can this video help children learn sight words?
2. Why does Jack Hartmann call sight words “jump out words?”

Word Attack! Using Context Clues to Become a Word Ninja

<https://www.youtube.com/watch?v=pbqJKWo6Hxs>

This video provides a somewhat humorous approach to demonstrate the importance of being a “word ninja” determining how to read and define unknown words, rather than being a “word victim” and avoiding these strategies.

Consider the following thought questions while viewing. You will answer the questions in this week’s journal:

1. What are some things that “word victims” do when they encounter a word that they do not recognize?
2. What are some strategies that “word ninjas” use to “attack” the word?

**Lab Assignments:**

**Journal Assignment**

Reflect on your classroom observations and answer the following questions:

1. How did the classroom environment support phonics learning? Word Acquisition?
2. What formal lessons or activities did you see that fostered phonics or work analysis skills? Describe what you observed in detail.
3. How did students respond to the environment and formal lessons or activities?

Answer the following questions after viewing the *Jump Out Words* video:

1. How can this video help children learn sight words?
2. Why does Jack Hartmann call sight words “jump out words?”

Answer the following questions after viewing Word *Attack! Using Context Clues to Become a Word Ninja* Video:

1. What are some things that “word victims” do when they encounter a word that they do not recognize?
2. What are some strategies that “word ninjas” use to “attack” the word?

**Lab Assignments**

Create a Sight Word Toolkit

Create a sight word toolkit for the same grade / age that you observed for this module.

Include the following in your toolkit:

1. Five, free, online sight word games that are customizable and attractive to this age/grade.
2. Five, free, online websites that have collections of sight word lessons and activities that would be appropriate and attractive to this age/grade.
3. Make one sight word game. You will either take detailed pictures or make a short video to highlight your creation.

**Course / Lecture Assignments**

**Discussion Assignment**:

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 the general template.

Option One:

After completing your module reading, answer the following:

1. Explain how Shared Reading and the Language Experience Approach follow a whole-part-whole model of reading instruction.
2. Describe two ways in which teachers can assess children’s level of word knowledge.
3. Write a description of how you would teach sight recognition of function words that do not represent concrete images, owrs such as for and which.

Option Two

After completing your module reading, answer the following

1. Explain the distinction between shallow and deep orthographies and demonstrate with examples that English has a deep orthography.
2. Explain how word sorting can be used to assist students’ transition from the orthographic phase to the morphological phase of word recognition.

**Online Assignments**

Option One

Journal Article Virtual Poster

Your excellence as a teacher (and your students’ academic achievement) will be positively affected by your active pursuit of professional development. It is critical that you belong to professional organizations, read professional journals, and attend educators’ conferences. The purpose of this assignment is to highlight the considerable amount of knowledge that may be gained by reading professional journals and attending conferences. This assignment entails locating and reading a journal article, and then creating a virtual poster to summarize that article. You can view a sample here: <http://nkolodziej.edu.glogster.com/1-dr-kolodziejs-example-math-journal-poster/>.

1. Locate an article pertaining to literacy instruction and/or assessment in a **peer-reviewed** journal. (Please ask your instructor if you are unsure if your article meets this standard.)
2. As you read the article, think about key points from the article, particularly those that would be of interest to future elementary teachers.
3. Create a virtual poster to convey the content of your article. You may arrange your page in any manner you choose but be sure to summarize the article. See directions below for creating your virtual poster.

How to Create Your Virtual Poster

You may create your virtual poster using any technology, including Prezi, PowerPoint, Glogster, and the like.

Include the following in your virtual poster:

1. The title of the article.
2. The reference of the source of your article.
3. An overview of the material in your article: audio and text.
	1. To create audio files, one option is to download and use Audacity. Here is one link to a free download: <http://download.cnet.com/Audacity/3000-2170_4-10058117.html?tag=contentMain;contentBody;1d>.
	2. Once installed, simply record speech by clicking on the record button in Audacity.
	3. Export your file as a WAV file.
	4. Upload it to your virtual poster page.
4. At least one link to an internet website that is related to your article’s content.
5. Appealing graphics that correspond with your article’s content.

Virtual “Poster Session”

Our virtual poster session will simulate a poster session at a professional conference and provide you with the opportunity to explore the content in your peers’ journal articles. Each student will share their poster in a class discussion board. You will not be able to see the other students’ posters until you post yours. After you have posted your Article Virtual Poster assignment, begin to view your classmates’ virtual posters. View each virtual poster, filling in the “Virtual Poster Session Reaction Chart” as you proceed; one row per peer member in our course. After your chart is complete, upload it to Virtual Poster Session Reaction Chart assignment in the course.

This assignment was taken from the companion site for:

Roe, Smith, & Kolodziej (2019). *Teaching reading in today’s elementary schools (12th Ed)*. Boston, MA.

 Cengage Learning.

Grading:

Quality Article: 10 points

Use of Technology: 10 points

Article Citation (including link): 10 points

Summary of the article: 30 points

Link to website related to article content: 10 points

Virtual Session Reaction Chart: 30 points

Option Two

Mini-Lessons

Prepare four mini-lessons to present to a small group of children in the classroom you observed in or to peers on such items as the following:

* 1. initial consonant sounds
	2. long vowel sounds
	3. short vowel sounds
	4. the schwa sound
	5. r-controlled vowel sounds
	6. any phonic generalization
	7. any generalization pertaining to syllabication

The mini-lessons should be engaging and dynamic. Each lesson should last approximately 5 minutes or less. Create a video that describes each of the four lessons. Show materials you would use for the lessons and give detailed directions or descriptions.

Grading;

Age-appropriate lessons: 10 points

Use of technology: 10 points

Each lesson: 20 points each (80 total points)