

TA 141

Supporting Instruction

3 Credits

Instructor: Nina Barrett
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TA 141 Version: 4



Supporting Instruction

Calendar Description

This course examines the theories, key concepts, approaches and instructional strategies related to the teaching of language arts and mathematics. Emphasis is placed on adapting strategies, materials, activities used to support children needing assistance learning math, how to read and write.

Rationale

This is a required course for Educational Assistant students. Language Arts and math are major components of students' education. To assist and to support students and teachers effectively in these key subject areas, educational assistants require a strong understanding of the various methods and approaches used as well as an ability to implement specific skills and strategies available.

Prerequisites

None

Co-Requisites

None

Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. discuss the theories of language and mathematical learning.
2. explain the dimensions of language arts and math and how these strands are integrated in the curriculum.
3. examine the relationship between literacy and language development.
4. describe the various stages of the reading and writing processes.
5. record relevant information about learners through observation.
6. describe various strategies for helping children master reading and writing.
7. research mathematical strategies, manipulatives and exercises to support student learning in mathematics.

Resource Materials

Required Text:

McKenna, M. C. (2002). *Help for struggling readers*. Guilford Press.

Reference Texts:

Van de Walle, J. A., Folk, S., Karp, K. S., & Bay-Williams, J. M. (2011). *Elementary and middle school Mathematics: Teaching developmentally* (3rd Canadian ed.). Pearson.

Conduct of Course

This course is offered on D2L and in the classroom. Lectures, readings, demonstrations, and discussions are utilized to develop background knowledge in group care for infants and toddlers. It includes a variety of material to introduce, illustrate, and reinforce concepts. Assignments have been developed to enhance the student's skill in planning and implementing programs for infants and toddlers.

Evaluation Procedures

The final grade is an aggregate of the following components:

Discussion	5%
Observation	30%
Presentation	35%
Game Board	<u>30%</u>
Total	100%

Grade Equivalents and Course Pass Requirements

A minimum grade of D (50%) (1.00) is required to pass this course.

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

Students must maintain a cumulative grade of C (GPA - Grade Point Average of 2.00) in order to qualify to graduate.

Attendance

Regular attendance is essential for success in any course. Absence for any reason does not relieve a student of the responsibility of completing course work and assignments to the satisfaction of the instructor. Frequent absences may result in the student being placed on probation. Further absences may result in suspension from the program.

In cases of repeated absences due to illness, the student may be requested to submit a medical certificate.

Instructors have the authority to require attendance in classes.

Course Units/Topics

The course content is divided into the following modules:

- I. Introduction to Language Learning
 - a. learning preferences
 - b. observation techniques
 - c. dimensions of Language Arts
 - d. language development and emergent literacy
 - e. listening and oral communication
 - f. English Language Learners

- II. The Reading Process
 - a. learning to read
 - b. strategies to increase word identification
 - c. strategies to increase comprehension
 - d. assessing reading skills
 - e. reading aloud

- III. The Writing Process
 - a. about writing
 - b. spelling
 - c. printing and cursive writing

- IV. Exploring Mathematics
 - a. what is math?
 - b. how children learn mathematics

V. Key Concepts

- a. NCTM principles
- b. mathematical processes
- c. representational sequences to increase understanding: bulletin boards

VI. Strands and Supporting Practice in Mathematical Learning

- a. numbers
- b. patterns and relationships
- c. shape and space
- d. statistics and probability



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