EDUC 403 - Individualized Reading Instruction in the Elementary Grades, Winter 2008

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Dear Students,

These guidelines are to support your completion of the following assignment, as presented in the syllabus:

“In consultation with your cooperating teacher, identify a set of Tier II vocabulary words and using Bringing Words to Life, plan and enact a series of lessons in which you introduce students to the words (see pages 31-35), share the child-friendly definitions you have constructed for those words (see pages 35-44), engage students in using the word meanings (see pages 44-95), and design and administer an assessment (see pages 95-101). This activity should be completed by 3/24. Follow the guidelines for reporting on this.”

1. List the 5-7 Tier Two words that you selected and where they came from (e.g., a text book students are using, a piece of literature they are reading, an article from a children’s periodical….)

2. For each word, write the child-friendly definition you developed.

3. Submit the assessment that you developed to measure the students’ knowledge of these words before and after instruction.

4. Submit a description of the activities (two to three) that you used to teach these words.

5. Prepare a brief evaluation of your instruction. Address the following:
   a. What did the assessments tell you about the knowledge students had of the words you selected before instruction? And after instruction?

   b. How effective were the activities you chose?
      i. Did the children learn the words, according to your assessment?
      ii. Did they appear to be engaged in the activities?
      iii. Did you enjoy teaching with these activities?

   c. What will you do the same and differently the next time you teach vocabulary?