

MEMO



College of Education
920 EC
301 W. Fulton
Grand Rapids, MI 49504

Date: May 16, 2005

To: EDS 685 Practicum Students in learning Disabilities

From: Joseph B. Fisher, Ph.D. James O. Grant, Ph.D.

Re: Social Studies Teaming and Tutoring Expectations

Please take the time to read this letter in its entirety. The information in this letter is very important to your EDS 685 experience at the Rising Star Summer Camp. In particular, this letter outlines important issues: your co-teaching experience and tutoring.

The first issue is your co-teaching experience at the summer camp. You might be aware that you and your colleagues are responsible for teaching a unit of content. Specifically, you and four classmates (1 team has six tutors) will be grouped together. On the attached sheet, your name and the names of the four classmates on your team are listed. Jim and I tried to place you with other classmates who teach similar grade levels. Your team will select the topic for your unit. Often teams will teach social studies content, but you and your classmates are welcome to select any content area. You are welcome to use content you have taught in the past. Jim and I believe it is key to select a topic that is interesting for the children. Last summer some of the topics taught were: the Underground Railroad, famous African Americans, the solar system, and Mexico.

Your team will teach this unit twice with children in grades you and your teammates typically teach. That is, for the first 3 weeks of camp (10, 50-minute lessons), your team will teach the unit to one group of 10 students. For the final 3 weeks of camp (11, 50-minute sessions), your team will teach the unit to a second group of 10 students. Jim and I have you teach that same unit twice so that you get more proficient with the instructional practices you integrate into the unit.

Regarding instructional practices, Jim and I expect that you will integrate instructional practices you have learned in the program into your unit. That is, we expect that you will use instructional practices like: the frame, the concept diagram, power writing, the comprehension circle, repeated readings, patterning, advanced patterning, auditory oral patterns, LINC'S, the word association game, the sentence completion game, etc... You are welcome to use other instructional practices as well.

In addition to integrating known instructional practices into your unit, your team will also need to create a unit organizer for your students. That is, you will need to create an organizer that your team will use to preview the unit with students. Moreover, your team will need to use some form of technology in your unit. Your integration of technology can be very basic. That is, your team might do something as simple as finding information from the Internet that you share with the children or as elaborate as having your children complete a web quest. Finally, your team will also need to pretest and posttest your children's knowledge of the unit's content.

To review, your team will teach a unit. This unit must include the following:

- A pretest and posttest
- A unit organizer
- 1 use of instructional technology
- 7 uses of instructional practices taught in the LD program

To help you prepare for this unit, Jim and I are doing the following. First, we are holding team unit planning meetings. Teams 1-4 will meet on June 1st from 6 – 8 pm on the 9th floor of the Eberhard Center. Teams 5-8 will meet on June 2nd from 6 – 8 pm on the 9th floor of the Eberhard Center. The primary purpose of these team meetings is to identify a topic area for your team. Second, we will set aside time at the camp orientation meeting on Friday, June 17th for your team to do additional unit planning. Third, each day of camp, we will provide your team one hour to do additional unit planning.

One final note regarding the co-teaching experience, your team can teach two smaller units rather than one larger unit. If your team feels 10-11 hours of instruction on one topic is too much for the children, your team is welcome to teach two smaller units. If you do teach two smaller units, you will still only be responsible for 1 pretest/posttest, 1 use of instructional technology, and 7 uses of instructional practices taught in the LD program. However, you will need to construct 2 unit organizers.

When you are not teaching social studies, you will be assigned two students to tutor. This tutoring will be done in a one on one setting, and you will be expected to assess each student in the areas of oral language, read language, and written language. I will provide you with the tests that you will need, and I will also provide you with a Camp Survival Guide that you will cost about \$20.00. I will try not to duplicate what you already have from EDS 636 and EDS 638. Therefore, you should have available the Skill Packs, Vowel Diagrams, the Power Writing Handout, the Megawords lists, the advanced patterning handout, the Auditory- Oral book, and the Sentence Writing and Paraphrasing handouts. If you do not have these, I can provide these in the Camp Survival guide, but I would rather not have you pay for them again if you have them. By the end of the camp you will be expected to provide me with a final report on each student that you tutored. The format of the report will be the same as the reports that you completed at the diagnostic-teaching clinic at Grandville.

Social Studies Teams

Team 1 Meeting June 1st 6-8 p.m.

(Approximate Grade levels K-2 or 3)

Elizabeth Grow
Martha Cleveland
Emily Francis
Mary Courville
Debra Schultz

Team 2 Meeting June 1st 6-8 p.m.

(Approximate Grade levels K-2 or 3)

Peggy Camiller
Valerie Hall
Rachel Seinen
Jennifer Meneffee
Bonnie Hutchinson

Team 3 Meeting June 1st 6-8 p.m.

(Approximate Grade levels 3-5)

Jennifer VanDyke
Suzan Sarabyn
Kathleen Simpson
Libby Richardson
Pam VerBeek

Team 4 Meeting June 1st 6-8 p.m.

(Approximate Grade levels 3-5)

Tara Turner
Valerie Jarrett
Sarah Thomas
Danielle Budnick
Jennifer Beatty
Janice Demarest

Team 5 Meeting June 2nd 6-8 p.m.

(Approximate Grade levels 5-6)

Liz Pepper
Sarah Schuch
Ross Oberhill
Diane Whitney
Amy Flynn

Team 6 Meeting June 2nd 6-8 p.m.

(Approximate Grade levels 5-6)

John Hann
Renee Wirt
Rebecca Dickerson
Ellen Akhurst
Cory Land

Team 7 Meeting June 2nd 6-8 p.m.

(Approximate Grade levels 7 & up)

Chris Gill
Raechelle Huston
Teresa Ryder
Susan Mack
Jan Clark

Team 8 Meeting June 2nd 6-8 p.m.

(Approximate Grade levels 7 & up)

Sandra Shine
John Renn
Jan Irwin
Dee Sundstrom
Susan Homan

