**Topics the candidate is expected to look for in the classroom teacher’s lessons** phonemic awareness, phonics, vocabulary development, fluency, reading comprehension.

* [**Field Packet & Application online**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651717_1&course_id=_39232_1&assign_group_id=&mode=cpview)     Attached Files:
  + [Proper Teacher Attire.doc](https://online.utpb.edu/bbcswebdav/pid-651717-dt-content-rid-3619369_2/xid-3619369_2) (111 KB)
  + [EDUC4324.F2014 Field Packet copy.doc](https://online.utpb.edu/bbcswebdav/pid-651717-dt-content-rid-3669193_2/xid-3669193_2) (101.5 KB)
* Each candidate is expected to carefully complete his/her field journal and tasks for his/her field study.  You are expected to observe and participate for 12 hours in one regular classroom during elementary school hours.  ( **You must remain with one teacher for all 12 hours.** *If you have a problem with your teacher it is your responsibility to contact me ASAP. The classroom visits may not be more than 90 minutes in length on any day, and there must be at least 8 separate classroom visits.*)  \*\* You may request an extension of the due date, if necessary.   Make sure your blackboard email to the instructor is acknowledged. This is your proof you have requested an extension.). You are responsible for submitting your field packet  by the date you have chosen.  Note:  *The 12 clock hours of fieldwork are non-negotiable.  You will not pass this course if you fail to complete this assignment.  If you complete less than the required 12 hours, your grade will be docked accordingly.*  \*Please cut and paste the **tasks in green font.**\* Your font entries must be **black.**  \*\*\*\*. Please use one of these resources (Retrieved Jan. 6, 2014) (or a similar map creating program) http://classroom.4teachers.org/ or http://www.floorplanner.com/signup/ or http://office.microsoft.com/en-us/templates/TC012197821033.aspx   \*\*If you need an extension for your field packet, you must request it by **Nov. 6th at 11:30pm.**  **Field Experience application information:**

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| --- |
| * \*The application must be correctly completed online at  <http://www.utpb.edu/docs/default-source/utpb-docs/soe/field-experiences/f14-completing-field-placement-application---tk20.pdf> **September 9th by 5:00pm – Deadline to submit online application through TK20** **September 9th  by 5:00pm – Deadline to submit criminal history release form to the Cert. Office** * Download and complete the field experience application, criminal history check form, the Field Experience and Responsibilities form. * Download and read the field packet, and proper attire documents. * Your field experience application is completed on line at TK20, **and**your criminal history check form is submitted in the Certification office.  (Do not upload your application or forms here.)  You may upload each field packet task as you go. However, remember you have only one submission. * \*Note: The application says the form is due by **September 9th**, however this is only for late enrollment/last minute changes. |



**Topics covered during the weekly candidate readings** phonemic awareness, phonics, vocabulary development,fluency, reading comprehension.

* [**Reading and Critique**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651718_1&course_id=_39232_1&assign_group_id=&mode=cpview)     Please select your reading date by September 4th at 11:30 pm. (You will receive a message confirming your reading date.  Late signups will be deducted from this grade.)  Select an appropriate genre for your field (children's or young adult book) and would be willing to share with your classmates.   The book must relate to the topic of the week.  Present the book/poem as you would to "your class of students". (You have  3 mins. to read.) **You may not use a textbook.** You will write**one**behavioral objective (See Dr. Kizliz's website.) using the your appropriate grade level "TEKS" related to the chapter for the week.  This book may complement your Interactive Literature-Based Activity, Game.   Critique: Each candidate must critique two "readers", assigned to you,  over the course of the semester. (This is required in class participation.) Please post your public responses on the "Discussions" board. (Remember to follow UTPB's guidelines for student conduct.) You must post your critique within one week of the presentation.  Please remember to upload your information in WORD, 12 font, here **before** your reading date. All readings will occur on Tuesdays. (If you upload after your reading date, you will have a late penalty. This assignment page due date is generic for the class!)  \*\*\*Sample \*\*Do not copy\*\*\*

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| --- |
| * Title: We Share Everything * Author: Robert Munch * Grade: Kindergarten * Texas Essential Knowledge and Skills Kindergarten * §110.11. English Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010. (6)  Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: * (D)  recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures. * During the reading of We Share Everything, the student will choral read appropriately We Share Everything at least two times. * Condition :During the reading of We Share Everything * Behavioral Verb :choral read * Criteria: least two times... appropriately |

* \* \* \* \* \* \* \* \* \* Grading of book read 7 pts. Condition  7 pts. Behavioral Verb  7 pts. Criteria  3 pts. Spelling 3 pts. book title and author  2 pts. TEK 1 pts. grade 10 presentation
* [**Lit Activity 1 (#33) Quickwrite**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651719_1&course_id=_39232_1&assign_group_id=&mode=cpview)  Be sure to read the assigned chapters (from week 8/25 & 9/1) before **you respond to the question in class.**  In class participation was required for the "Quickwrite"  50 Literacy Strategies and page 96 of AVID).    Grading 2 pts. Turn in quickwrite at the end of class 6 pts. Personal definition of literacy

**Topics for which the candidate is word sorting** phonics, vocabulary development,

* [**Lit Activity 2 (#49) Word Sort**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651720_1&course_id=_39232_1&assign_group_id=&mode=cpview)  Presenters (20 pts)  #49 of 50 Literacy Strategies and page 185 of AVID:
* This is a two part assignment.
* 1) In class on Thursday:
* Given the word cards (by the instructor), the candidate self selects his/her own sort of 15 cards(This is an open sort.), then shoulder shares with tablemate.
* 2) After class on Thursday (within 24 hours.): Turn in list of sort and reflection of the open sort, plus any comments from shoulder share person (please list his/her first and last name).  Grading 7.5 pts. Turn in list of sort - with groupings labelled (15 items)  2.5 pts. reflection of the open sort   2 pts. comments from shoulder share person (please list his/her first and last name).

**Topics the candidate is organizing literature based on** phonics, vocabulary development, reading comprehension. [**Lit Activity 3 (#14) Gallery Walk**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651721_1&course_id=_39232_1&assign_group_id=&mode=cpview)     This is an in class assignment. During class on Thursday:  1.Given a set of books and using your collective knowledge of leveled books, the candidates will collaboratively sort their books.   List the books in order (left - easiest to right- hardest to read.) at the top of your large paper.  2. Page 99- 101 of AVID-   answer the prompt,“Are the books in the correct order?”  Why?, on the large paper provided with the colored marker.  3. Page 130 of AVID-  "Carousel Walk" (Each group brings their colored marker with them to the next large paper.) Please add comments using your group's colored marker.  4. "Gallery walk" (Individuals look at completed larger papers.) 5. Return to your original group for closure.  Grading 5 pts.Turn in original book order list with members first and last names.

* 5 pts. Turn in chart paper with rationales from each group.
* **Topics the candidate is selecting literature based on** vocabulary development, reading comprehension. [**Lit Activity 4 (#5) Book Box**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651722_1&course_id=_39232_1&assign_group_id=&mode=cpview)      Presenters (20 pts)  This is a two part assignment. 1) Create a book box using your intended grade level/TEK. Please refer to #5 in 50 Literacy Strategies for directions.  2)After completing, the readings for the week & your book box, create three different level questions (for students)based on Costa’s levels of Thinking & Questioning  **Before class on Tuesday,** upload using a WORD doc., 12 font, your box title, type of box, book title, box contents and one appropriate TEK, and your three questions based on your box. Bring the finished box to class on **Tuesday 10/7/14**  Grading 1 pt.  box title  1 pt.   type of box  1 pt.   book title  3 pts.   box contents   1 pt.   one appropriate TEK. 3 pts.  three questions
* Vocabulary development, and reading comprehension are the t**opics the candidate is considering for CAT AND FISH.**
* [**CAT and FISH #1**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651723_1&course_id=_39232_1&assign_group_id=&mode=cpview)
  + [Cat Fish template.docx](https://online.utpb.edu/bbcswebdav/pid-651723-dt-content-rid-3619340_2/xid-3619340_2) (69.021 KB)
* This is a two part assignment 1) Before class on Thursday: use the readings for the weeks (10/6 & 10/13) & the question, "Should students be allowed to use outside sources to collaborate on class assignments? Why or why not?" to create three, different level statement or questions based on Costa’s levels of Thinking & Questioning   2)Thursday class participation of the CAT/FISH activity is required.   Please turn in your three, different level statement/questions, before class on Thursday,and CAT/FISH feedback sheet within 24 hours after class. Grading 4/4 feedback sheet/fish role 6/6 questions/statements (3)

Phonemic awareness, phonics, vocabulary development, fluency, and reading comprehension are the **topics the candidate is considering for the class discussion board.**

* [**Buzz Group - online discussion**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651724_1&course_id=_39232_1&assign_group_id=&mode=cpview)  Please complete this assigmnent as soon as possible, so you may use the information for our CAT and FISH discussion (page 116).  This is due **Thursday, 10/16 before class.**  Using the "Resources" page to the left, browse through the Literacy website collection.   Select one website that you think is the best for you and state why on the "Discussion board". (This is a critique of the website - both the pros and cons you observe.)  You do not need to post your comments here.  (Comments posted here will not receive a grade.)  Grading: Buzz group  5 pts. name of website 15 pts. critique (Please state both the pros and the cons)

**The topic the candidate is assessing is** reading comprehension. [**Lit Activity 5 (#3) Anticipation Guide**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651725_1&course_id=_39232_1&assign_group_id=&mode=cpview) Before class on Thursday:

* Select a book at your intended grade level/TEK. Please refer to #3 50 Lit. Strategies for directions or page 185 of AVID.  Remember the questions must be Level 2 or Level 3 (Costa's Levels of Thinking and Questioning.)  Bring the book and Anticipation guide to class on Thursday 10/23/14.
* Before class, upload using a WORD doc., 12 font your book title, appropriate TEK and Anticipation guide. (or a photo of your anticipation guide.)   Grading  3 pts.  book 2 pts. TEK 5 pts. Anticipation guide<br>

Phonics, and vocabulary development are the **topics the candidate is encouraging a student to use in his/her writing.**[**Lit Activity 6 (#38) Revising Group**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651726_1&course_id=_39232_1&assign_group_id=&mode=cpview)  This is a two part assignment. 1) Before class on Thursday: Create and bring a list of 3 compliments and a specific Language Arts TEK\* (The TEK must be appropriate to your grade level/TEK in writing.  \*A TEK means to only have one TEK with one sub TEK to write 3 compliments.) to class on 10/30/14.  2) After class on Thursday (within 24 hours.):  Upload the original and revised list of 3 compliments, and the group members by  10/31/14 at 11:59 pm Upload your completed D-L-I-Q  ( page 87 of AVID) writing by 10/31/14 at 11:59 pm Grading 3 pts.  original list of 3 compliments 3 pts. revised list of 3 compliments 1 pt. the group members 1 pt. writing TEK 2 pts. Did 3 pts. Learned 2 pts. Interesting 3 pts. Question 2 pts. Grammar/spelling



**Potential topics the candidate is assessing are** phonemic awareness, phonics, vocabulary development, and fluency, reading comprehension.

* [**Lit Activity 7 (#39) Rubrics**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651727_1&course_id=_39232_1&assign_group_id=&mode=cpview)
* This is a two part assignment: Before class Tuesday: 1) Select a grade/age appropriate (see TEKs)**non-fiction/informational text**.  Create a student appropriate timeline for the informational text.
* 2))Create a rubric to assess your (a student) time line of the grade/age appropriate (see TEKs) informational text.   3) Tuesday, please bring your completed rubric, timeline and book to class  11/11/14.  Before classtime Tuesday, please upload the rubric, student appropriate timeline and the title & author of your non-fiction/ informational book. If you need to correct the submissions, there are 4 uploads possible. Upload your final assignment by **11/13/14 at 12:30 pm.**
* Page 119 in 50 Literacy Strategies and page 57,60,142 & 143 of AVID.  2 pts.  Accurate labels<br>  4 pts.   Clear, Specific criteria<br>  2 pts.   Standard College grammar and spelling<br>  2 pts.   Title & author of informational book stated

Vocabulary development **is the topics on which the candidate is focused.**

* [**Lit Activity 8 (#30) Process Drama**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651728_1&course_id=_39232_1&assign_group_id=&mode=cpview)Bring "junk/artifact" to trade on Tuesday, 11/18/14. (We will hold a "garage sale" - cost is free to trade your junk for someone elses' junk. You may bring as much as you wish.)
* Before class on Tuesday, upload the name of item you are bringing, how it may be used in a "Process Drama" to promote the "Sheltered Language Approach",  and at least one (level two or three) Costa's levels of thinking and questioning for your "Process Drama" across the curriculum, AVID pg 108-109.  Grading  1 pts name of item you brought  4 pts how it may be used in a "Process Drama" to promote the "Sheltered Language Approach". 1 pts Grammar 4 pts at least one, level two or three, Costa's levels of thinking and questioning. AVID pg 108

**Potential topics the candidate is expected to develop into a lesson plan for the classroom teacher’s lesson** phonemic awareness, phonics, vocabulary development, fluency, reading comprehension.

* [**Lesson Plan #1 - Please read all the directions!**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651729_1&course_id=_39232_1&assign_group_id=&mode=cpview)     Lesson Plan #1 draft written and ready for peer review in class Thursday 9/25/14 .  NOTE: The due date for the corrected lesson plan is no later than 10/2/14 (Thursday) at 12:30 pm (uploaded to Bb), unless you have an approved extension. The lesson plan must follow the UTPB format provided. (See the Notes & Handouts button.)  The WORD doc. needs 12 font, single spacing and one inch margins for this paper. The plan must be turned in and checked by the instructor before you use it as a guide. (*Your modified lesson plan must be turned in one week, minimum, before you plan to teach the lesson to students.)*  You will need to write out **one (1) Reading lesson** plan based on your classroom teacher' s lesson you will teach. *You must include a copy of the teacher 's original plan or the email or verbal instructions provided.*   As the classroom teacher you are responsible for changing the plans to fit the state TEKS and student needs.   Grading/format for the Lesson plan:

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| * Grade/Class:(grade level and teacher's name) (2 pts.) * Title/Topic/Theme/Unit: (2 pts.) * Length of Lesson: (2 pts.) * TEKS (Main number, bold title and subnumber and description) (5 pts.) * behavioral objective:(show all three parts as well as written as a sentence(s))(15 pts.) * condition: * behavioral verb: * criteria: * Assessment:(The assessment explains the criteria stated above) (15 pts) * Accommodations/Modifications/ Enrichment:(5 pts.)(Ask your classroom teacher * for information at the observation visit or first lesson. You will need this information for your lesson plan. This is a key element in an original lesson plan. You need to reach the at risk, average and gifted students.) * Materials: (5 pts) (You may use classroom materials) * Resources: (5 pts.) (Use APA format.) * Introduction: (5 pts.) (This is a short "WOW" attention grabber.) * Procedures: (step by step instructions after introduction to the conclusion including * the assessment. You must include WICOR.) (25 pts.) * Closure: (4 pts.) * Reflections: (Not necessary for this lesson. Please skip.) * (5 pts) Mechanics- spelling and grammar * (5 pts) Attachments - lesson plan (TEKs, AVID, OpenCourt, McGraw/Hill, CSCOPE...)from your classroom teacher |

* You must have 80 points or more to teach the lesson.  If you have less than 80 points, you have one (1) week to redo the assignment. \* The maximum grade for a redone lesson plan is 80 points (or - 20 points redo deduction). Please check your grade before the redo deduction to see if you have earned more than 80 points to teach.   **\*If you need an extension, you must request it by** **9/18/14at 11:30 pm.** Reminders:You must choose a date {before 10/16/14 at 11pm} and time your lesson plan is due. *Make sure your blackboard email to the instructor is acknowledged. This is your proof you have requested an extension.* You are responsible for submitting your lesson plan by the date you have chosen. All candidates must bring at least an objective for the in class workshop, Thursday 9/25/14 .
* **Potential topics the candidate is expected to develop into a lesson plan for the classroom teacher’s lesson** phonics, vocabulary development, fluency, reading comprehension. [**Lesson Plan #2 - Please read all the directions!**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651730_1&course_id=_39232_1&assign_group_id=&mode=cpview)   **Lesson Plan #2 - Due 10/16/14,** unless you have an extension.  There is no in-class workshop for this lesson plan.  If you need help, please see me. The lesson plan must follow the UTPB format provided. (See the Notes & Handouts button.)  The WORD doc. needs 12 font, single spacing and one inch margins for this paper. The plan must be turned in and checked by the instructor before you use it as a guide. (*Your modified lesson plan must be turned in one week, minimum, before you plan to teach the lesson to students.*)   You will need to write out **one (1) Writing lesson** plan based on your classroom teacher' s lesson you will teach. (*You must include a copy of the teacher 's original plan.*)   As the classroom teacher you are responsible for changing the plans to fit the state TEKS and student needs.   Grading/format for the Lesson plan:

|  |
| --- |
| * Grade/Class:(grade level and teacher's name) (2 pts.)  Title/Topic/Theme/Unit: (2 pts.)  Length of Lesson: (2 pts.)  TEKS (Main number, bold title and subnumber and description) (5 pts.)  behavioral objective:(show all three parts as well as written as a sentence(s))(15 pts.)      condition:      behavioral verb:      criteria:  Assessment:(The assessment explains the criteria stated above) (15 pts)  Accommodations/Modifications/ Enrichment:(5 pts.)(Ask your classroom teacher for information at the observation visit or first lesson. You will need this information for your lesson plan. This is a key element in an original lesson plan. You need to reach the at risk, average and gifted students.)  Materials: (5 pts) (You may use classroom materials) Resources: (5 pts.) (Use APA format.) Introduction: (5 pts.) (This is a short "WOW" attention grabber.) Procedures: (step by step instructions after introduction to the conclusion including the assessment. You must include WICOR.) (25 pts.) Closure: (4 pts.) Reflections: (Not necessary for this lesson. Please skip.) (5 pts) Mechanics- spelling and grammar (5 pts) Attachments - lesson plan (TEKs, AVID, OpenCourt, McGraw/Hill, CSCOPE...)from your classroom teacher |

* You must have 80 points or more to teach the lesson.  If you have less than 80 points, you have one (1) week to redo the assignment. \* The maximum grade for a redone lesson plan is 80 points (or - 20 points redo deduction). Please check your grade before the redo deduction to see if you have earned more than 80 points to teach.   **\*If you need an extension, you must request it by 10/2/14 at 11:30 pm.** Reminders:You must choose a date {before 11/20/14 at 11pm} and time your lesson plan is due. *Make sure your blackboard email to the instructor is acknowledged. This is your proof you have requested an extension.* You are responsible for submitting your lesson plan by the date you have chosen.
* **P**honemic awareness, phonics, vocabulary development, fluency, reading comprehension.  **topics the candidate is expected read about and integrate into the Essential Question for the week.**[**PPA Chapters 5 -7**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651731_1&course_id=_39232_1&assign_group_id=&mode=cpview)  Please bring completed chapters 5-7 to class.  (The PPA book will be collected and returned to you.) Be sure to write your name on the cover of the book. \*Please note:  The PPA book is collected and corrected by other professors (If you are enrolled in Emergent Literacy, you may have your book graded early.  Please ask for this accommodation.).    You may turn in your book early or you may turn in your book to the Certification office and have your book date stamped. Grading: Chapter 5: 20 points  Chapter 6: 20 points  Chapter 7: 20 points
* + **P**honemic awareness, phonics, vocabulary development, fluency, reading comprehension.  **topics the candidate is expected to integrate into the his/her final.(Candidate must also grade two peers final exam presentations.)**[**Final:Interactive Literature based activity or game**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651732_1&course_id=_39232_1&assign_group_id=&mode=cpview)
  + [lesson plan template for class.doc](https://online.utpb.edu/bbcswebdav/pid-651732-dt-content-rid-3619364_2/xid-3619364_2) (23.5 KB)
  + [final 4324.F14.doc](https://online.utpb.edu/bbcswebdav/pid-651732-dt-content-rid-3644599_2/xid-3644599_2) (42 KB)
* Construct **one** "higher order" literature based activity (think Bloom's, level 4 or higher, or Costa's levels two or three), game or center using a children's literature book of your choice. (You may not reuse the book read to the class.)   (This activity or center may not be just a place to pick up/do a glorified worksheet.  Use the LA Strategy or AVID books for ideas/strategies.)  Select a book that is in your teaching field so you may use it again.  For this project, you may want to purchase a tri-fold board or laminate your project.  The requirements are as follows:  \* Your name on the back of the project.
* \* Attach a card summarizing the book.
* \*Tell why you chose the book. (Rationale)
* \* What is the behavioral objective ( based on TEKS- LA) of the activity.
* \*Make it an independent activity.
* By this I mean make it very self explanatory so that when you are busy, the students may go to the activity and work. Thus you must have directions on the front or (for early childhood people) pictures showing the steps to work it.
* \* You must have some way to assess (formally/ independent of the child) the student's work from the activity.
* \*Submit a lesson plan for your activity/game (based strategy) to the Bb assignment file. Use the UTPB approved lesson plan form. (You must submit your final lesson plan before your presentation date.)
* Make sure you choose a skill and use the book and the activity to teach that skill. Be sure to include all information required. Remember to use as much "WICOR" as appropriate!  Please see Notes & Handouts for examples. Grading: The scoring guide is attached.
* [**"Ticket out the door"**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651733_1&course_id=_39232_1&assign_group_id=&mode=cpview)
  + [Ticket out the Door S14.docx](https://online.utpb.edu/bbcswebdav/pid-651733-dt-content-rid-3619366_2/xid-3619366_2) (49.322 KB)
* Reread page 66 &67, 159-176 and see Notes & Handouts for Cornell Notes from AVID. This is a two part assignment.
* 1) After the Video about Cornell Notes and during class on Tuesday:
* Share your notebook with a shoulder buddy.  Give constructive feedback.
* 2) After class on Tuesday (within 24 hours.):
* On your ticket list the feedback and your respond to the feedback.  Turn in “Ticket out the door”  in this assignment file.
* Grade:
* 9 points constructive feedback
* 9 points respond to the feedback
* 2 spelling/grammar
* Phonemic awareness, phonics, vocabulary development, fluency, reading comprehension are t**opics the candidate is expected to consider as he/she creates his/her questions.**
* [**CAT and FISH #2**](https://online.utpb.edu/webapps/blackboard/execute/uploadAssignment?content_id=_651734_1&course_id=_39232_1&assign_group_id=&mode=cpview)
  + [Cat Fish template.docx](https://online.utpb.edu/bbcswebdav/pid-651734-dt-content-rid-3619371_2/xid-3619371_2) (69.021 KB)
* This is a two part assignment. 1) Before class on Tuesday: After completing the readings and considering the question below;  create three, different level questions or prompts based on Costa’s levels of Thinking & Questioning.  (Please label each question with the appropriate Costa's levels of Thinking & Questioning. Before class on Tuesday, upload using a WORD doc., 12 font, your three questions.)  **Justify why a balanced approach to literacy is necessary for an elementary classroom.**
* 2) After class on Tuesday (within 24 hours.): In class participation of the CAT/FISH  activity required.
* Please turn in your CAT/FISH feedback sheet within 24 hours after class.  Grading: 4/4 feedback sheet/fish role 6/6 questions (3) different levels with labels
* Phonemic awareness, phonics, vocabulary development, fluency, reading comprehension are t**opics the candidate is expected to consider as he/she prepares for the quiz.**
* **Quiz 1 study guide**
  + [Study guide for quiz 1.doc](https://online.utpb.edu/bbcswebdav/pid-651735-dt-content-rid-3619374_2/xid-3619374_2) (25.5 KB)
* The quizzes will cover information from your text, peers and notes given in class. Please see the attachment for the study guide.    To take the quiz (between 11/6/14 at 1:45 pm - 11/13/14 at 12:30 pm), go to the quiz file on the course menu.  Quiz one is a single entry for 90 minutes\* open source ( text, peers and notes given in class).  *If you encounter a problem, you are responsible for contacting the instructor immediately.*  All quizzes will be double checked before the grade is final.  You do not need to submit anything here.  \*Do not wait until the last moment to take the quiz.  The quiz will lock at 12:30 pm.

* Phonemic awareness, phonics, vocabulary development, fluency, reading comprehension are t**opics the candidate is expected to consider as he/she prepares for the quiz.**
* **Quiz 2 study guide**
  + [EDUC4324study guide 2.doc](https://online.utpb.edu/bbcswebdav/pid-651736-dt-content-rid-3619373_2/xid-3619373_2) (27 KB)

    The quizzes will cover information from your text, peers and notes given in class. Please see the attachment for the study guide.    To take the quiz**(between 11/27/14 at 1:45pm -12/4/14 at 12:30 pm)** go to the quiz file on the course menu.  Quiz Two is a single entry for 90 minutes\* open source ( text, peers and notes given in class).  *If you encounter a problem, you are responsible for contacting the instructor immediately.*  All quizzes will be double checked before the grade is final.  You do not need to submit anything here.

Quiz format is

**Fill in the blank** (For example: A teacher says repeat these sounds, /b/ /a/ /t/, while showing letter tiles. She is teaching p\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**Multi answer** (For example: Which words are on the Dolch or Fry lists? 8 words are listed as choices.)

**Multiple choice**(For example: Why should a teacher read aloud with prosody to students?)

**True/False**(For example: The Frayer model helps upper elementary students learn vocabulary words.)

**Matching** (For example: Match the description to the correct marking in a Running Record.)