RDG 360-Word Analysis Skills
COURSE SYLLABUS: Summer 2015

Instructor: Dr. Kathryn Dixon, Assistant Professor

Office Location: Ed South 231

Class Days and Times: Tuesday and Thursday 1:00-4:59 pm
Class: CHEC 100

Office Hours: Tuesday and Thursday, 12:00-1:00pm at CHEC or by appointment

Office Phone: 903-886-5532

Office Fax: 903-886-5581

University Email Address: Kathryn.Dixon@tamuc.edu

University Faculty Webpage: http://faculty.tamuc.edu/kdixon/

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

RDG 360 Handbook prepared by Dr. Raine available in Doc Share on e-College

Optional:
Students are encouraged to read widely from other textbooks on Word Analysis skills and study the state adopted material for reading instruction grades K through 6.

On-Line Resources:
TEKS for Language Arts and Reading available on-line at http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html

English Language Arts and Reading Information from the Texas Education Agency available on-line at http://www.tea.state.tx.us/index4.aspx?id=4434&menu_id=720

English Language Proficiency Standards available on-line at http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html
Course Description:
This course examines word examination of word identification within the context of language. The focus of this course is an examination of how to implement TEKS when facilitating children's development of the phonological system through writing. Specific attention is given to strategies that are useful to readers in the areas of word knowledge and word analysis. Prerequisites: ElEd 300, RDG 350; minimum overall GPA of 2.75 and score 250 or higher on RDG THEA.

Student Learning Outcomes:

Course Objectives:

Upon completion of this course, the students should be able to:
1. Demonstrate knowledge of the phonemes of the English language.
2. Demonstrate understanding of all word identification skills useful in decoding unknown words.
3. Demonstrate teaching activities that support the study of word identification skills within the framework of the developmental spelling stages.
4. Identify the stages of spelling development and explain various activities for fostering a child’s progress through these stages.
5. Assess a child’s orthographic stage.
6. Understand the organization of a class for word study based on orthographic development.
7. Additionally, preservice teachers who successfully complete this course will have extended knowledge and understanding of how the above objectives relate to English Language Learners.
8. Understand the knowledge and use of the English Language Arts standards, competencies and related Essential Knowledge and Skills identified by the Texas Education Association.

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
**Standard V. Word Analysis and Decoding:** Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

**Standard IX. Writing Conventions:** Teachers understand conventions of writing in English and provide instruction that helps students develop proficiency in applying writing conventions.

Rdg 360 course content is aligned with the Texas Essential Knowledge and Skills for Language Arts and Reading for grades K – 6. The specific TEKS headings are:

**READING/ Beginning Reading Skills/ Print Awareness/ Phonological Awareness/ Phonics/ Vocabulary Development**

**ORAL AND WRITTEN CONVENTIONS/ Conventions/ Handwriting, Capitalization, and Punctuation/ Spelling**

The critical components of THE STANDARDS that can be measured with an examination are known as the TExES COMPETENCIES. While Competencies 001 Oral Language, 004 Literacy Development and Practice, 008 Writing Conventions, and 012 Assessment of Developing Literacy will be studied during this course the competencies that are aligned specifically and primarily with this course and the related Texas Essential Knowledge and Skills are:

**Competency 002: (Phonological and Phonemic Awareness).** The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

**Competency 003: (Alphabetic Principle).** The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

**Competency 005: (Word analysis and identification skills).** The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

Reading/Vocabulary Development

English Language Arts and Reading Essential Knowledge and Skills

**Related to Competency 007 (Reading Comprehension And Applications)**

The beginning teacher: B. Knows how to provide instruction to help students increase their reading vocabulary. C. Understands factors affecting students’ reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts).

**Oral and Written Conventions/Spelling**

§110. English Language Arts and Reading, Beginning with School Year 2009-2010. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into five strands. The TEKS listed here are from the strand Oral and Written Conventions, where
students learn how to use the oral and written conventions of the English language in speaking and writing.

Source: The provisions of this §110 adopted to be effective September 4, 2008, 33 TexReg 7162.

**Pedagogy and Professional Responsibilities Standards:**

*Standard I. Domain I.*

*The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.*

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;
1.10k how lesson content and skills connect with other disciplines and within the discipline;
1.11k current research on best pedagogical practices.
1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
1.13k the importance of developing instructional goals and objectives that can be assessed
1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
1.15k the importance of aligning instructional goals with campus and district goals.
1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
1.25k the role of assessment in guiding instructional planning;
1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
1.31k how to analyze data from local, state, and other assessments using common statistical measures.
1.4s plan instruction that motivates students to want to learn and achieve; and
1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
1.7s exhibit appropriate knowledge of a subject to promote student learning;
1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
1.9s plan instruction that reflects an understanding of important prerequisites relationships;
1.11s use a variety of pedagogical techniques to convey information and teach skills.
1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
1.17s use technological tools to promote learning and expand instructional options; and
1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities
1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
1.23s provide students with opportunities to explore content from many perspectives.

### COURSE REQUIREMENTS

**Instructional / Methods / Activities Assessments**

**Course Overview:**

This course is designated as a lecture course by the Curriculum and Instruction Department; however there will be a variety of presentation methods to include: modeling instruction, group activities with instructor materials, group activities with student made materials, videos, word sorting activities for guided practice and implementation of course content, and as appropriate lecture type instruction. Students’ questions and reflections upon their study are encouraged. The course text was selected because of the strong match between text and course content. It is informative and a very useful resource. The handbook to accompany the course content is a necessary tool and very useful to guide a student’s learning. Students are expected to read carefully and study both required texts.

**Reference:** DOMAIN 111 – Implementing effective, responsive instruction and assessment. Competency 007 – The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Pedagogy and Professional Responsibilities for teaching English language learning and reading will be evidenced throughout the course. Of particular interest are DOMAIN 1 – Designing Instruction and Assessment to Promote Student Learning: Competency 003 A – Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.

**Requirements and Activities:**

Congratulations for your progress in your education! This is an exciting opportunity. You are preparing for an important profession and certain expectations for your continuing success are listed here.

1. You are expected to attend all class meetings and pay attention to the instructor or presenter, participate as appropriate in class discussions and be involved in group activities. Attendance is expected and does not earn extra points. **YOU WILL NOT BE ABLE TO PASS READING 360 WITH MORE THAN 2 ABSENCES. ALL ABSENCES MUST BE MADE UP REGARDLESS OF THE REASON FOR THE ABSENCE.** TAMU-Commerce considers 3 absences (for a biweekly class) to be excessive. The only excused absences are for (a) participation in a required university or school activity; (b) verified illness, (c) legal proceedings in fulfilling responsibility as a citizen (see Student’s Guidebook). Excused absences are only allowed provided the student notifies the instructor prior to the absence. Students are encouraged to contact the instructor by e-mail if possible when absent. Failure to contact the instructor could result in an unexcused absence.
I will not bring additional copies of handouts from previous classes, nor will I provide notes from a previous class. Please notify me if you anticipate an absence. Select a buddy, and exchange telephone numbers and email addresses with him or her. In the event of your buddy’s absence, please pick up extra handouts and take notes for that person.

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<th>Name of Buddy</th>
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It is your responsibility as an adult to make contact with a fellow classmate to review the information that you missed if absent.

University Policy provides for make-up work for excused absences. **All absences must be made up or your absence will impact your grade.** Unmade up absences will result in 10% points being deducted from your final grade. The instructor will not remind a student to complete the make-up work.

**Make-up work for this class** is a two-page type written review of the purpose of the class, major topics and points brought out during class discussion, how class activities related to the topics, and how the topic relates to your teaching. Notes and handouts are to be obtained from a classmate. Make-up work is due at the beginning of the next class period. The homework assignment must be faxed to instructor on day of absence.

All unexcused absences are counted on the final grade. Make-up work will not be allowed for unexcused absences. Ten percentage points will be deducted from the final grade for each unexcused absence. Two or more unexcused absences may result in an F for the class.

To repeat: **All unexcused and unmade up absences will deduct 10% points off the final grade. Late arrival or early departure counts as ½ an unexcused absence. Make up work will not be allowed for unexcused absences.**

2. Read the required text and any other assigned material and complete assigned homework. **Study outside of class is necessary and expected. You are in control of your positive attitude and desire to learn the skills needed to become a primary grade teacher. Often it is a great help to students to form study groups.**

Read the required text and any other assigned material. **Study outside of class is necessary and expected. You are in control of your positive attitude and desire to learn the skills needed to become a primary grade teacher. Often it is a great help to students to form study groups.**

3. Sharing Activities: At the end of each of chapters 4, 5, 6, 7, & 8 are activities for teaching skills needed at each of the developmental stages. Construct one of these from each of the chapters. These will be demonstrated and evaluated during class. The activities will not be accepted at any time other than the scheduled due date. Take the information and directions
from the text and produce it into a useable form. That means a total of five activities that will be produced. These will be worth 20 points each. A second activity is to be chosen from each chapter to be explained to the other students in a group. The second activity does not require making anything. It gives an opportunity to learn about all of the activities in the text by sharing information.

4. Administer Elementary Spelling Inventory I (page 319) to a child any age from 5 years to 11 years old and bring to class. I would prefer if it were not your own child. You will need to turn in a photo copy of pages 320 and 312 along with the page on which the student's has written the spelling words. You will also write and turn in a short paper telling me:

- A little background about the student
- Where and when the inventory was administered
- The student's age or grade level
- What orthographic stage the student is currently in
- What the student knows, or uses, or is secure about
- What the student abuses or confuses
- What the student needs help with
- How you as a teacher will help the student progress to the next stage

In class you will use this to learn how to evaluate a child’s developmental stage in spelling. (Reference Chapter 2) This is assigned to aid your understanding or orthographic stages.

5. The majority of the work in our modern society is done in groups. Many groups in the educational workplace are self-directed work groups of peers. The ability to work in groups in is critical. It is the responsibility of every member of the team to participate equally in the discussion just as it is in the workplace. It is the responsibility of the team as a whole to make sure that everyone participates equally, not the role of the instructor. Non-participation will result in a zero grade for the group discussion. The nature of this course is very consistent with the increased amount of work done by groups online versus in person.

6. Take the scheduled exams (3) when specified. Take the exams as scheduled and when scheduled.

Grading

Assignments
Activity Demonstrations 100
Spelling Inventory 100
Homework Assignments 50
End of course Reflection 50
2 Exams 200
Total 500

COURSE EVALUATION:
500-450 points = A
449-400 points = B
399-350 points = C
349-300 points = D
<299 points = F
TECHNOLOGY REQUIREMENTS

Access the Texas Education Association information on the Essential Knowledge and Skills requirements for English Language Arts and Reading.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
E-mail is preferred for outside of class contact. Students are encouraged to inform the instructor of concerns they may have pertaining to the course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

1. Attendance is required and is essential to your success in this class. Participants are expected to be on time and to actively and constructively participate. Arriving late and/or leaving early two (2) times will constitute one (1) absence. Your attendance and participation will impact your grade, particularly if you’re on the borderline of a grade. Contact the instructor (via email) if you anticipate an absence or are absent for any reason explaining the situation. This is a common courtesy that is expected by all teachers. It is also part of forming that “community of learners” that we need in the classroom. When you are gone, there is a “hole” at your learning tables, as you are important to your community. If you miss more than 1 class, your grade may be/will be lowered. If you miss more than 2 classes, you may/will fail the course. We are trying to encourage professional development and life-long learning skills. Remember: Class activities and group discussions cannot be made up; therefore, reinforcing the idea that attendance is important!

2. Professionalism: You will be evaluated on your growth in becoming a professional teacher. You must:
   a. Engage in self-evaluation processes: This will be done by using the rubrics provided for class projects.
   b. Demonstrate professionalism: This will be done by:
      (a) attending ALL classes,
      (b) paying attention,
      (c) participating actively and constructively,
      (d) being responsible and prepared,
      (e) being an equal partner in group work,
      (f) showing enthusiasm and interest in being a teacher (see Field-Based Teacher Education Program Handbook and Professional Behavioral Standards Evaluation Form),
      (g) following the tenets of common decency and acceptable behavior. Code of student conduct can be found under discipline in the student's guidebook.
Your grade will be adjusted based upon these criteria (see grading section).

Remember: You need to come prepared to class. For every 3 credit hour course you take, you are expected to spend 6-9 hours on homework each week. So, if you are taking
12-15 credit hours, you will be spending 24-36 hours on homework. Thus, you need to plan according.

c. **Cell phones/IPODs:** These items must be turned off during class time. If you are expecting an emergency call let the teacher know and your group know. Also, the phone must be on vibrate and set on the table. If the phone vibrates, pick it up and leave the room. If you are using a phone without letting the teacher know you have an emergency situation, ten points will be deducted each time. It is important to keep your phone put away, as it disrupts your learning and the learning of those around you. In addition, it is disrespectful.

d. **Arriving to class on Time:** You are expected to be in your seats and ready to start when class is ready to convene. Class will start on time and you will be dismissed on time. Therefore, if you are late to class, you are expected to enter the class quietly and not to disrupt your table members by talking. **Remember if you are late and/or leave early two times, it is considered one absence.**

e. **Leaving During Class:** This is not acceptable behavior, as you are here to learn. When you are gone from class, you are missing both the lecture and the class discussion. If, for some reason you have an emergency (being sick, phone call or bathroom) your business is expected to be conducted in a timely manner with you returning to class quietly and quickly. **Remember if you are late and/or leave early three times, it is considered one absence.**

3. **Written Assignments:** All written assignments are expected to exhibit **professional quality.** You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators **MUST BE PERFECT.** Begin that practice now! Therefore, if you need extra help, the **Writing Center** can assist you.

a. Written Assignments should be:
   * double spaced
   * 1” top and left side margins, 1” bottom and right side margins
   * 12 point font size
   * revised for clarity and meaning
   * edited for accuracy in grammar and mechanics
   * saved on computer disk or copied on paper for your records

b. **Academic Integrity/Honest Statement:**
   This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person’s work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an F in the course, or will be brought before a higher level of governance for possible dismissal from the university.

   **Department Statement:**
The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These students should have access to evidenced-based instruction that meets their educational needs. To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 Screening and Treatment for Dyslexia and Related Disorders, §74.28. Students with Dyslexia and Related Disorders) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

University Specific Procedures:

1. **ADA Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

   **Office of Student Disability Resources and Services**
   Texas A&M University-Commerce
   Gee Library 132
   Phone (903) 886-5150 or (903) 886-5835
   Fax (903) 468-8148
   StudentDisabilityServices@tamu-commerce.edu

2. **Student Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). If you display disruptive behavior, you may be asked to leave class and/or drop the class.

3. **Financial Aid Support:** You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also forgivable loans. You may want to check in to this by contacting the Bursar’s Office for more details.

4. **MyLeo:** As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at https://leo.tamu-commerce.edu/login.aspx.

5. **eCollege:** eCollege will be used for this course.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.
RDG360: Word Analysis Skills

COURSE OUTLINE / CALENDAR Summer 2015

*Please note: The course calendar is tentative and subject to change.*

Assignments are to be completed prior to coming to class.

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<thead>
<tr>
<th>Class Dates and Topics</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>Day 1 Tuesday, June 9th</td>
<td>Syllabus</td>
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<td>Aurasma set-up</td>
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<td>Intro to Chapter 1</td>
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<td>Living textbook set-up</td>
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<td>Phonological awareness</td>
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<td>Phonics</td>
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<td>Phonological awareness continuum</td>
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<td>Day 2 Thursday, June 11th</td>
<td>Phonemic awareness  - emergent readers</td>
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<td>Chapter 4</td>
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<td>Assign student activities for the next week from chapter 4</td>
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<td>Day 3 Tuesday, June 16th</td>
<td>Consonant letters &amp; phonemes</td>
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<td>Consonant blends and consonant digraphs</td>
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<td>Word sort activity in groups</td>
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<td>Day 4 Thursday, June 18th</td>
<td>Student activities/demonstrations of literacy centers</td>
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<td>Syllable Juncture and Affixes Stage</td>
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<td>Spelling rules for adding affixes</td>
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<td>The six syllable types</td>
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<td>Syllabication Generalizations</td>
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<td>Assign activities from Ch. 5 &amp; 6</td>
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<td>Exam #1 distributed</td>
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<td>Day 5 Tuesday, June 23rd</td>
<td>Letter Name stage</td>
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<td>short vowel pattern</td>
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<td>r-influenced vowels</td>
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<td>Day 6 Thursday, June 25th</td>
<td>Long vowel patterns</td>
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<td>Long and short vowel patterns</td>
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<td>long and short oo</td>
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<td>Day 7</td>
<td>Tuesday, June 30th</td>
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<td>Diphthongs</td>
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<td>Schwa sound</td>
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<td>Within Word Pattern Stage</td>
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<td>Go over Spelling inventory</td>
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<td>Student activities/demonstrations of literacy centers</td>
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<td>Assign activities for Ch. 7 &amp; 8</td>
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<td>Assessment of children's orthographic development</td>
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<td>Organization for word study</td>
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<td>Day 8</td>
<td>Thursday, July 2nd</td>
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<td>Student activities/demonstrations of literacy centers</td>
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<td>Final Stable Syllables [Final Patterned Syllables]</td>
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<td>Greek and Latin Roots and Stems</td>
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<td>Etymology</td>
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<td>Bound and Unbound morphemes; derivational and inflectional endings</td>
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<td>Day 9</td>
<td>Tuesday, July 7th</td>
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<td></td>
<td>Learning disabilities (dyslexia, dysgraphia) simulations</td>
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<td>Exam #2 in class</td>
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<td>Day 10</td>
<td>Thursday, July 9th</td>
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<td>Go over Exam #2</td>
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<td>Final reflection</td>
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<td>Celebration</td>
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- Read Chapter 3, pages 84-91; Chapter 2
- Complete Module 4
- Bring activities from Chapters 7 & 8
- Complete Module 5