ASSIGNMENT CHECKLIST
The assignment checklist below will help your schedule your work. Check off completed items.

400 & 500 LEVEL
A. INFORMATION ACQUISITION:
   _____1. Call the instructor for a brief conference call.
   _____2. Read/review the workbook received from the Instructor. Note the six different game styles.
   _____3. Read the report *Becoming a Nation of Readers*. As you read write notes as instructed.
   _____4. Read 2 books from the bibliography. Write a 1 page summary and send to the instructor.
   _____5. Review commercial children’s games and software for ideas. Write a summary.

400 & 500 LEVEL
B. LEARNING APPLICATION:
Send these assignments to the instructor at the end of the course.
   _____6. Create a reading skill game for six game styles. Sketch out the game and send to instructor.
   _____7. Create a skill game with a style you learned from your research in #4 above.
   _____8. Create your game storage and retrieval system as described in the workbook.
   _____9. Write 2 lesson plans for each game. "Kid test" and send a copy of all to the instructor.

500 LEVEL ASSIGNMENT:
   _____10. In addition to the 400 level assignment do one of the following:
   • Plan a parent/community volunteer instructional meeting. Send a copy of your plan
   • Provide consultation to other teachers in each game style. Submit sketch journal of games designed.

400 & 500 LEVEL
C. SELF-REFLECTION AND INTEGRATION PAPER:
   _____11. Evaluate your sketch journal of skill games. Send your sketch journal to the instructor.
   _____12. Prepare a 2-3 page Integration Paper as outlined in the syllabus.

NOTES:
• You may work collaboratively and submit joint assignments on all but the Self-Reflection and Integration Paper that must be individually authored and submitted.
• Alternatives to written assignments (video, audio tape, photo collage, WEB pages, etc.) may be submitted with instructor’s prior approval.
COURSE TITLE: BUILDING A NATION OF READERS: Skill Games For Primary Teachers

NO. OF CREDITS: 3 QTR CREDITS WORK HRS: 90

INSTRUCTOR: SONNII SVEJCAR, M.S.
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HINES OR, 97738 svej@centurytel.net

COURSE DESCRIPTION:
This course, designed to strengthen emerging readers in grades K-4, uses a systematic approach to teach reading components through the use of instructor designed games. The concept makes use of the research done by the National Association for the Education of Young Children on how children learn. With the ability to create games to reinforce specific skill needs, the teacher is in command of a powerful supplementary tool whether using a whole language approach, or a basal series of either phonics or sight orientation. YOU make the difference by making the game specific to your classroom, your needs and your student level of expertise. This is prescriptive teaching… a powerful concept much better than commercial games which are non-specific. The course covers the basic steps in designing games, basic game formats, variations and actual construction. The course workbook, written by the instructor, contains examples of six different game styles and direct instruction to release your creative genius. The Reading Skill Game concept won the Oregon Pioneer Award in 1991-92. $25.00 materials fee to be mailed to the instructor after registration.

LEARNING OUTCOMES:
As a result of taking this course the participants will:

- Learn to identify and categorize skills according to phonetic principles, structural word attack, syllabic word attack, vocabulary comprehension, recall comprehension and critical reading comprehension.
- Become familiar with the research done by the National Association for the Education of Young Children on how children learn.
- Learn the principles of a minimum of 6 different game styles.
- Construct a teaching game in each of the six styles for classroom use.
- Learn a filing system for game storage and easy retrieval

REQUIREMENTS FOR COURSE CREDITS:
Following are the general course requirements weighted for determining the granting of university credit. Antioch University requires 75% or better to issue credit at the 400 level and 85% or better at the 500 level.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Self-Reflection & Integration Paper 30%

NOTE: This course meets Washington State Essential Academic Learning Requirements in Reading.

Essential Learning 1, Benchmark 1,2,3. Essential Learning 3, Benchmark 1,2,3.
Essential Learning 2, Benchmark 1,2,3. Essential Learning 4, Benchmark 1.
And Oregon Content Standards (draft) on English Reading
400 & 500 LEVEL

A. INFORMATION ACQUISITION:
1. Call the instructor for a brief conference call
2. Review the entire workbook. As you read keep a running journal of ideas you feel are of personal use to you as a classroom teacher. Make notes on the six different game styles.
3. Read the report: Becoming a Nation of Readers that comes with your materials from the instructor. Read in greater depth the articles in the front. As you read, keep the same type of journal notes as outlined in #1. Pay particular attention to the information on multiple intelligences and the position paper on how young children learn. Send in a copy of your journal at completion of course.
4. Read 2 books from the bibliography and write a one-page review of each one
5. Investigate commercial children's games. Look in learning stores, catalogs, etc. Don't forget computer software. Use this research to spin off ideas of your own. You will use this research to make your own learning skill game. Write a short summary of your findings.

400 & 500 LEVEL

B. LEARNING APPLICATION:
6. Create a minimum of one reading skill game for each of the six styles outlined in the workbook. Be sure the reading skill is clearly identified.
7. Create at least one game from your own imagination that was triggered by your review of computer/commercial children's learning games currently on the market. Relate where you got the idea and how you changed it to fit your particular need.
8. Create your game storage/retrieval system as related in the workbook.
9. Write two lesson plans for each game. Be sure to include the learning objectives for the game. "Kid test" your games and write a short evaluation of your observations.

500 LEVEL ASSIGNMENT:
10. In addition to the 400 level assignment do one of the following:
    Plan a parent/community volunteer instructional meeting to teach the game construction format to parents and other adults to:
    • Use with their own children to strengthen concepts at home
    • Design other games for your classroom on a volunteer basis
    • Submit a copy of your action plan at the end of the course.
    
    OR
    Provide consultation to fellow teachers, guiding them in the construction of a game in each style. Provide rationale for games as an exemplary teaching tool for young children. Submit a sketch journal of the games designed by your workshop members.

400 & 500 LEVEL

C. SELF-REFLECTION & INTEGRATION PAPER:
11. When designing your game boards, keep a sketch journal that shows your game board, lists the skill, the rules, and any other pertinent information needed to play the game. Two copies of your sketch journal will be submitted at the end of the course.
C. SELF-REFLECTION & INTEGRATION PAPER (continued)
12. Submit a 2-3 page Integration Paper in which you reflect on the following:
   • Compare what you actually learned vs. your initial expectations for taking the course.
   • Explain what aspects of this course were most helpful and why.
   • Discuss what your would do differently if you were to take another, similar course.
   • Describe how you will use in the future what you have learned.
   • Describe the strengths and weaknesses of your instructor, the materials and instructions provided.

REQUIRED FORMAT & HEADING FOR ALL ASSIGNMENTS:
All written assignments are to be typed or word-processed, double-spaced and single sided. A heading is to appear on page one of all assignments for credit. Use the following format.

NAME             COURSE NUMBER
DATE             COURSE NAME
INSTRUCTOR NAME

INSTRUCTOR EVALUATION OF WORK:
Please include a self-addressed 9X12 envelope with sufficient return postage and I will be happy to return your papers with comments.

REQUIRED READING:
   • The course workbook *Skill Games for Reading*
   • The report *Building a Nation of Readers*
   • Choice from the bibliography to fulfill requirements

MATERIALS FEE:
$25.00 materials fee payable to the instructor covering the cost of the workbook, printed materials (*Building a Nation of Readers*) and postage.

QUALIFICATIONS FOR TEACHING THE COURSE:
Sonni Svejcar, M.S. has been actively involved in education for over 20 years as a teacher, counselor and community outreach coordinator. She has designed programs for instruction, written curriculum and been well received as an in-service presenter and instructor. In 2001 Harney County Chamber of Commerce presented her their "Woman of the Year" award for her outreach efforts. She has a broad variety of educational experiences from developing drug and alcohol awareness programs in small rural schools to teaching at urban college level. She understands the challenges of both rural as well as urban education and is dedicated to helping teachers develop to their highest ability. She has taught for Truckee Meadows Community College and works as an educational consultant. Ms. Svejcar has a B.S. from Colorado State University, 1978 and an M.S. from the University of Central Oklahoma, 1985.
Oregon State University, has a B.S. in education from Portland State University and a M.S. in education from Eastern Oregon State College.
BUILDING A NATION OF READERS

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