

## **Week Four**

### **Unit Two: Practical Writing and Reading Considerations**

#### **Lesson for Tuesday: 4/24/07 (Meet in Computer Lab: Rincon-Phelps 1518)**

- Reading: Online Lesson Plan Formats:  
[http://edweb.sdsu.edu/Courses/EDTEC470/sections/F02-10/lesson\\_planning.htm#Overview](http://edweb.sdsu.edu/Courses/EDTEC470/sections/F02-10/lesson_planning.htm#Overview).  
**(Print up copy and bring to class.)** “Responding to Student Writers” from Jim Burke’s *The English Teacher’s Companion*—in our course reader.
- Assignments: **Journal on ONE of the above pieces before class.**
- Class Activities: Sample Lesson plan from Chris on fractions. Discussion of Lesson. Introduction to Lesson Plan Assignment. **Looking at Student Writing.**

#### I E.D. Hirsch and Ravitch Discussion (30 min)

##### A. Question Design:

- a. Go over question design and work using Bloom:  
<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/questype.htm>.
- b. Have them pose their own question in the forum labeled “[Hirsch and Ravitch Questions](#)”.
- c. Go over the hot questions, and talk through yours.

##### B. My Questions:

- a. Do you buy Hirsch’s argument that traditional education is more progressive? More humane to students?
- b. What do you make of Hirsch’s argument that “poor children have been hurt most by the dominance of ‘progressive’ ideas”?
- c. What do you think of Ravitch’s point that “anything in education that is labeled a ‘movement’ should be avoided like the plague”? (98) What point is Ravitch trying to make?
- d. **Key Question:** What can we expect schools to really do?

#### II Fractions Set: The Paper Plate (10 min)

- A. Hold up paper plate—made to look like a chocolate chip cookie.
- B. Tell them that you are going to cut it up for a friend.
- C. Cut it unequally. (Repeat several times.)
- D. Ask them if they were my friend which part of the cookie would they want.
- E. Ask them what I could do to make the cookie parts the same.
- F. Get them to cut their cookie equally.
- G. **Handout and go over the adapted lesson plan.**  
<http://mathforum.org/varnelle/knum1.html>

#### III Discussion of the set (10 min)

- A. What would you expect to happen next?
- B. What would you do next?
- C. Is this constructivist or more traditional? How do you know?
- D. **Key Question:** After our reading, what questions do you have about putting a lesson plan together?
- E. **Hand out the assignment**—point out the resources.

#### IV Brainstorming for Lesson Plans (25 min)

- A. Go over lesson plan assignment.
- B. Take ten minutes and write down everything you might be able to do a fifty minute lesson on. This is brainstorming, so don't throw anything out.
- C. Have students get into groups, and then have them, using an overhead, write out their best ideas for each of them on the sheet.
- D. Go over the list—point out strong ideas and fine ways of working.

#### V Finding Materials for a Lesson (Remaining Time)

- A. Find a good lesson: via online work.
- B. Go over results.

#### **Thursday: 4/26/07**

- Reading: Plumb online lesson plan resources listed at our website. Read selection from “Subjects Matter” by Harvey Daniels and Steven Zemmelman—in our course reader. (Read pages 124 through 138 and choose to **closely read** one of the reading strategies)
- Assignments: **Journal on ONE of the above pieces before class. Begin creating lesson plan on a subject you would want to teach—first draft with materials due on 5/3/07.**
- Class Activities: Go over types of lesson plans. Discuss the reading/writing connection.

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#### I Go over and Grade a Lesson Plan (25 min)

- A. Give them the handout and sheet.
- B. Ask them to underline anything they **must do**. Ask them to circle things they want clarification on.
- C. Next, give them a lesson plan (and material) and tell them to use the rubric to evaluate it.
- D. Discussion:
  - a. **What did the teacher do well? What did you mark highest?**
  - b. **What does the teacher need to work on?**
  - c. **Give them the grade that you gave it.**
- E. End with a little song and dance about “sample lessons” and “sample lesson plans.”

#### II Subjects Matter Work (25 min)

- A. What was, for you, one of the bits of reading research that most surprised, angered, or engaged you in Daniels and Zemmelman’s work from *Subjects Matter*. Simply divide your page in half and put your quote on the right.
- B. Pass you quote to the person sitting next to you, and have them comment on the quote. There is no right or wrong way to do this.
- C. Show them how to do this with “Making the shift to real reading provides and opportunity for teachers from many disciplines to gather around a common purpose. Instead of teaching the same textbook year after year, teachers become learners again” (Daniels and Zemmelman, 2002, p. 25).
- D. **Turn Question:** What did you quote, and what sort of response did you get?
- E. **Questions:**
  - a. What sort of activities did you find most immediately useful and why?
  - b. What shocked you about reading and students?
  - c. Would you teach reading directly? Should you if your subject area is Math, Science, or Outdoor Education?
  - d. **Key Question:** What is the connection, as you see it, between being a good reader and being a good student in your field?

### III Group Brainstorming (15-20 min)

- A. Get into groups based on the following:
  - a. Desire to work with young children (pre-six).
  - b. Desire to work with elementary children (six to 11).
  - c. Desire to work with middle school students (12-14).
  - d. Desire to work with high school students (15-18).
  - e. Desire to work with college aged students (18+).
- B. In your groups, with the big paper, list as many “good ways” to begin a lesson about **anything** that you can think of. Ask yourself this question: how can I get and keep my students attention.
- C. Be ready to talk, as a group, about what you come up with.
- D. End with questions about the lesson plan assignment.

### IV Pre-Reading Activity from “Subjects Matter”: Collective KWL Sheet (5 min)

- A. Write down: What I know, What We Want to Know, and What we Learned.
- B. Fill in the first two with this: Writing Assignments in my field.
- C. Get them to write down what they know, and the field that they know if about—from K-College.
- D. Talk about this as a strategy, and how this will help with the reading of Bean.

#### **Week Five**

#### ***Unit Two: Practical Writing and Reading Considerations***

#### **Tuesday: 5/1/07 (Meet in Computer Lab: Miramar-Phelps 1526)**

- Reading: John Bean’s “Formal Writing Assignments” from *Engaging Ideas*. **In our course reader.**
- Assignments: **Turn in Journal for review by Chris.**
- Class Activities: Sample lesson plan on acceleration using lab work and the “Dr. Science” writing prompt from page 79 of Bean. QandA about lesson plans.

#### **Thursday: 5/3/07**

- Reading: “Using Rubrics to Promote Thinking and Learning” by Heidi Andrade. Available at [www.nycenet.edu/NR/rdonlyres/5CF749A8-D90F-4646-BEAF-9DD3130EB82E/2716/AppendixC.pdf](http://www.nycenet.edu/NR/rdonlyres/5CF749A8-D90F-4646-BEAF-9DD3130EB82E/2716/AppendixC.pdf) (**print up and bring a copy to class**).
- Assignments: **Journal on Andrade piece. Bring in lesson plan for peer and teacher review.**
- Class Activities: Peer Review. Reading and evaluating student papers in your discipline. QandA about lesson plans.