Lesson for Week Five

Unit Two: Practical Writing and Reading Considerations

Tuesday: 5/1/07 (Meet in the Jalama Computer Lab, Located in Phelps Hall 1517)

- 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.

I Set for Physics (25 min)
B. Goal: To introduce students to the ideas of potential vs. kinetic energy.
C. Objective: With 100% accuracy students will be able to identify, in a Dr. Science question, the difference between kinetic and potential energy at the end of the class.
D. Dr. Science Question: Dear Dr. Science, my friend Bernie and I have an ongoing argument that maybe you can settle for us. I believe that that kinetic energy is energy that is stored in an object, like a battery, and that potential energy is energy from outerspace. Bernie believes that kinetic energy is the sort of energy that one creates by rubbing a balloon against your head, and potential energy is what you have before waking up and getting on with your day. Which one of us is right, because I have five dollars riding on this?
E. Put up your goals and objectives. Play “is it a goal or an objective?”
F. Then what would you do, what part of elementary physics would our science folks want to emphasize.

II QandA on Lesson Plans: Via Chat (10 min)

III Bean and Assignments for Your Lesson Plan (25 min)
A. Which of the many assignments that Bean mentions could you use, and why would you use it, in a class.
B. Group up and discuss—talk about why certain decisions might be made.
C. Discussion questions about Bean:
   a. What do you make of Bean’s insistence on written directions for writing?
   b. What about his approach (which is task and audience driven)? Do you think this would work in your field? Why or why not?
   c. What about his idea of leverage in writing: the idea of students doing more work. How do you see that as being significant.
   d. What do you think of how Bean tells us to assess student writing?
   e. Key Question: What role do you think that writing will play in your teaching, working with students?

IV Intro to Rubrics—Via Rubistar (5 min)

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 (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.
Lesson for 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 (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.

I Peer Review of Lesson Plans (30-40 min)
   A. Look at a sample lesson plan, on overhead. Talk about what we could say.

II Andrade Discussion: The Koosh and You (20 min)
   A. What questions do you have about rubrics and Andrade’s piece—using the overhead, based on Bloom’s Taxonomy, see if you can't come up with two questions.
   B. Circle up everyone, work through their questions with a koosh ball, talk about ways of getting students involved.

III QandA about Lesson Plans (10 min)
   A. Group up, and come up with any questions you have about lesson planning in five minutes.
   B. Next, ask the questions.

IV The Next Step: The Three Part Writing Assignment (15 min)
   A. Handout, and go over what you would do with students to get them to understand a writing assignment.
   B. Talk about that.
   C. Take questions about the assignment, and while doing send around some samples.
   D. Time Allowing: What would be something that you would want to focus on for this assignment?

Week Six

Unit Three: Practical Matters and the World You will Teach In

Tuesday: 5/8/07 (Meet in the Jalama Computer Lab, Located in Phelps Hall 1517)
- Reading: Read a piece from Wong and Wong’s The First Days of School. In our course reader. (Read the one selection that most interests you. You can choose from: “How to Have a Well-Managed Classroom”, 194-201; “How to Have an Effective Discipline Plan”, 202-227; or “How to Have Students Follow Classroom Procedures”, 228-241.
- Assignments: Journal on the piece above before class. Start final draft of lesson plan—due on 2/16/05
- Class Activities: Classroom management discussion. Classroom management style inventory. Video play with Stand and Deliver, Teachers, and the Dead Poets Society.

Thursday: 5/10/07
- Reading: “Unconditional Teaching” by Alfie Kohn. Available at http://www.alfiekohn.org/articles.htm#null (print up and bring a copy to class).
- Assignments: Journal on Andrade piece. Bring in lesson plan for peer and teacher review.