

## Week Three: The Teaching of Reading, the Teaching of Writing

### START YOUR OBSERVATIONS THIS WEEK

#### Lesson for Monday: 2/7/05

- Reading: *Companion*: 141-211 and *Reminders*: 237-240.
- Writing Assignment: **Turn in first draft of Educational Philosophy. Final Draft Due on last day of class: 3-28-04. Begin working on first draft of CAPT lesson plan—due 2/14/05**
- Class Activities: Model lesson with classroom activities around the teaching of writing and reading. Introduction to lesson plan assignment. Introduction to observations.

**Objective One:** Given the Burke-based work on writing, TSW create a one-paragraph start to an essay and be able to verbally articulate the way that this approach to working with a writing process did, or didn't, work.

**Objective Two:** Given answers to their CAT and further direct instruction, TSW be able to ask a question and remember one thing they learned about the CMT or CAPT exams today.

#### I Go Work (10 min)

- A. List everything you know about how to effectively teach writing. (5 min)
- B. Go over the go work, create a master list.

#### II Bounce off List for Brainstorming, to Clustering, to Writing a Thesis Paragraph for a piece on "Tell-Tale Heart" or "I Hear America Singing." (60 min)

- A. **Brainstroming** (10 min), via computer on possible topics to write about for either Poe or Shakespeare.
  - a. Ideas: Poe
    - i. The narrator of "The Tell-Tale Heart" is or isn't crazy.
    - ii. The use of language by Poe (such as metaphor and similie) lead to a sinister, funny, evil overall effect.
  - b. Ideas: Whitman
    - i. Whitman's idea of America is over-idealized and sexist for the 21<sup>st</sup> century.
    - ii. Rhythm, tone, and specific images, give—**or don't** give—Whitman's portrait of "America" a true representation of America of the 19<sup>th</sup> Century.
- B. Go over the options, talk about them as a class.
- C. **Thinking Through A Possible Essay: (30 min)**
  - a. Bring out inference notes, with your idea.
  - b. Ask students to do the following.
    - i. Put an idea for a possible paper at the center of the "Inference Notes" sheet like I did.
    - ii. Then, like I did, think of some possilbe subtopics about your topic in the next ring of the circle.
    - iii. Then, like I did, put some quotes that connect with your subtopics in the outter circle.
    - iv. Then, like I did use the provisional thesis creation tool to see what your paper might be about on the opposite side of the page—ignore what Burke asks you do to at the bottom of the page.

**D. Writing Paragraph One: (20 min)**

- a. Give them your paragraph one handout, ask students to fill it out.
- b. Talk to them about what they can do to finish. Get them to, orally, talk about what they will do next.

**III Debriefing from the Work (10 min)**

- A. List, on a piece of scrap paper, a few ideas about the following question: What do you think of the approach that we just took to moving from an idea to a first paragraph of an essay? What do you think Burke would think of such an approach? Would he like it? Why or why not?
- B. **My Questions:**
  - a. How can we make explicit the idea of a writing process to students?
  - b. How does invention move into creation?
  - c. How does creation move into revision?
  - d. When, and where, is editing appropriate?

**Break: 10 Minutes**

**IV Peer Review of Essays (30 min)**

- A. Go over the process.
- B. Have students read aloud, and model good and bad behavior.
- C. Point out, that you want a reflection/next step sheet filed out by each writer.
- D. **If you end early, then start redrafting your piece. If you ended too early, then you didn't take enough time.**

**V CAPT Assignment and Orientation (20 min)**

- A. Handout the assignment and rubric.
- B. Explain it's "gate nature."
- C. Make sure that students get its seriousness.
- D. Look at an example and score if time.
  - a. Question: What makes this a good or bad CAPT/CMT lesson?
  - b. Question: What would you do differently?
  - c. Question: What are the elements of the lesson?
  - d. **Key Question:** What would be the best way to approach teaching the CAPT or CMT?

**VI Exit Slip (5 min)**

- A. What is one thing you learned today about the CAPT, the CMT, or the teaching of writing?
- B. What is one question you have remaining about the CAPT, the CMT, or the teaching of writing?

**Wednesday: 2/9/05**

- Reading: *Reminders*: 38-44 and 254-256. *Cummings*: 1-30.
- Writing Assignment: **Begin working on first draft of CAPT lesson plan—due 2/14/05**
- Class Activities: Model Lesson on Writing: going from informal to formal writing. Online discussion of writing, drawing from Burke. Discussion of Cummings philosophy of classroom management. Get rolling on research for CAPT lesson in class.

### **Lesson for Wednesday: 2/9/05**

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- Class Activities: Model Lesson on Writing: going from informal to formal writing. Online discussion of writing, drawing from Burke. Discussion of Cummings philosophy of classroom management. Get rolling on research for CAPT lesson in class.

**Objective One:** Given the structure of freewriting, TSW be able to create at least two opening leads to a personal narrative.

**Objective Two:** Give a quiz on “classroom management styles,” TSW understand what his or her style is and be able to articulate it to the entire class orally.

#### I Go Work (10 min)

- A. Describe an important event in your life. It could be a trip you took, a book you read, or even a simple day you experienced. Freewrite about this event, **that means keeping your pen or pencil moving**, and see what you come up with.

#### II Lesson on Moving from Freewriting to a Personal Narrative (45-50 min)

- A. Have students read their narrative and underline what they consider the most significant idea, image, or line in their piece.
- B. Have them, with a friend, share this significant piece of information.
- C. Next, read aloud a sample of a personal narrative.
- D. Next, have them write about their personal experience via several leads, have folks share the results with “a friend” then get a couple of live examples.
- E. **Debriefing:**
  - a. Why would or wouldn't this approach work with a group of high school students?
  - b. What would you tell students to do with what they underlined?
  - c. **Key Question:** What is the place of personal writing in the curriculum, and how and where should you, or shouldn't you, foster it? **Also, what would Burke have to say about personal writing?**
  - d. **Real Key Question:** What would be the next step?

#### III Online Discussion of Burke (30 min)

- A. Direct them to [www.blogger.com/home](http://www.blogger.com/home), and then <http://blogofteachered.blogspot.com/>.
- B. This is a free service, and you can invite.
- C. Ask them to respond to the Burke Prompt under “Usability of Burke.”
- D. Go over the responses, talk about Burke Generally.
- E. **My Questions:**
  - a. What seem to be Burke's biases as a teacher? What is he genuinely useful on? Writing? Reading? Something Else?
  - b. What would you say to Burke about his work right now, if he was here?
  - c. **Key Question:** What burning issues about reading and writing do you have now, and let's see where they'll be met in the syllabus.

### **Ten Minute Break**

IV Cummings (10 min)

- A. In your journals, write down a word or phrase that seems to match Cummings philosophy of classroom management:
- a. **Some possible examples:**
    - i. "Spoil the rod, spare the child."
    - ii. "Child-centered curriculum."
    - iii. "Fostering self-control."
- B. Read around and share.

V Cummings/Classroom Management Discussion (20 min)

- A. Go back through the Cummings text, for five minutes, and find a specific bit of advice that she offers up for classroom management.
- B. Throw-out that bit of advice, and let us see what we have to say about it.
- C. **Key Question:** Would Cummings approach to classroom management work in your school?

VI Classroom Management Profile (15 min)

- A. Discuss the Results.

VII CAT: (5 min)

- A. What is one thing you've learned about classroom management today? What is one remaining question that you have about classroom management?
- B. Collect and send on their way.

**Week Four: The Teaching of Writing/Classroom Management**

**CONTINUE OBSERVATIONS THIS WEEK**

**Monday: 2/14/05**

- Reading: *Cummings*: 31-114. Connecticut Curriculum Guidelines—Statement and Maxtrix. **Packet.**
- Writing Assignment: CAPT Lesson Plan due—first draft. **Final Draft will be due on 3/2/05, but if you want more feedback, then you can turn in another draft on 2-23-05.** [This is only if you want feedback from Chris.]
- Class Activities: Writing assessment work. Peer Review of Lesson Plan. Cummings discussion and classroom control theater. The CT Guidelines online discussion.

**Wednesday: 2/16/05**

- Reading: *The First Days of School* selections by Wong and Wong. Choose two sections **most interesting to you** from **the packet** and read them carefully. Be prepared to discuss in groups. **We will do this in class.**
- Class Activities: Classroom Management Discussions. Classroom management theater. **Introduction to Unit Plan—start research, if you haven't already. (There is a sample Unit Plan in the Packet for Week four from Siobhand Straub. Read it for your own edification.)**