

Week Four: The Teaching of Writing/Classroom Management
CONTINUE OBSERVATIONS THIS WEEK

Lesson for 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.

I Peer Review Go Work (20 min)

- A. Take about five to seven minutes and write about a time that peer review worked particularly well, or did not work well, for you. Do this for a couple of minutes and then use the remaining time to try and figure out why things either went well or didn't.
- B. Discuss Peer Review:
 - a. **Key Points to Hit:**
 - i. That peer review has to be taught, and has to be matched with trust.
 - ii. Start with simple things—like reading aloud.
 - iii. Move to sheets like you have today.
 - iv. Finally, to questions that the authors have.
 - v. **Model always, and don't assume that peer review is mastered because you go over it once.**

II Peer Review of Lesson Plans (25-30 min)

- A. Hand out the sheet.
- B. Go over it.
- C. Model some good response with Siobhan's sample.
- D. Set them loose.
- E. **Talk about using rubrics as retrospective evaluation. KEY QUESTION:** Would you do this? Could you also incorporate kids grading into your grades? Would you want to?

III Lead Into Grading (15 min)

- A. Ask them to read a student paper on *Romeo and Juliet*, then ask for a grade. A,B,C,D,F.
- B. Tell them what they would need to be more comfortable about giving a grade, and how they could save time in marking.

Break Ten Minutes

IV Grading Workshop (30 min)

- A. Hand out the next paper.
- B. Mark, with a check or some other symbol, all the grammatical errors **that seem to tie into a pattern.**
- C. Write an end comment that goes as follows: what you did well, what you need to work on, what you want to see happen next.
- D. Do this is 10 min.
- E. Discussion:
 - a. Did you speed up? Why did you?
 - b. Why is speed important: point out time sensitive nature of comments. **Students do not rewrite when the grade is in.**
 - c. **Key Question:** What else can you do to make grading easier on yourself.
 - i. Rubistar.4teachers.org.
 - ii. Norming sessions with kids.
 - iii. Practice, which we'll do.

VI Cumming Discussion (25 min)

- A. Direct them to www.blogger.com/home, and then <http://blogofteachered.blogspot.com/> .
- B. Then have the discussion.
- C. Talk about this as a venue for discussion.

VII Classroom Management Scenario (15 min)

- A. Go through and problem solve, acting out with two people, do the stop thing.
- B. Ask them to bring in, for next time, their own scenarios that they will write up using the form.

VIII CAT (5 min)

- A. To prepare us for our CT Curriculum Guidelines Discussion, write down one thing that became clear as you read through the CT Curriculum Guidelines. Then write down one question that you have.
- B. Collect CATs

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. **Introdcution 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.)**

Lesson for 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. **Introdcution 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.)**

I Five Minute Go Work (5 min)

- A. Using the worksheet provided, list the virtues of Cummings approach to classroom management on one side, Wong and Wong on the other.

II Disucssion of Wong vs. Cummings (20 min)

- A. Discuss their writing and your quesitons.
 - a. **My Questions:**
 - i. What seems to the the philosophy underlying Cummings? What role do teachers have? What role do students have?
 - ii. How about Wong and Wong? What role do teachers have? What role do students have?
 - iii. What practical suggestions can you take from Wong and Wong? From Cummings?
 - iv. **Key Question:** Are the two approaches to classroom management mutally exclusive, or can they co-exist? (**This is an honest question.**)

III Wong and Wong Work (30 min)

- A. Divide up by what read, or most interested in.
- B. Ask them to read aloud their responses to Wong and Wong.
- C. Then ask them to come up, in groups, with a classroom management scenario and how they think Wong and Wong, or Cummings, or they might handle it.
- D. You will be giving your issue to another group, which will discuss it and come up with a "solution" to it.
- E. Discussion of the solutions.

Break: 10 min

V Broken Record Work (30 min)

VI Discussion of State Curriculum Guidelines (20-25 min)

- A. Start with the CATs.
- B. In chat, brainstorm ways to include the Curriculum Guidelines in say your unit of instruction.
- C. Go over the chat/print it up for those who want it.
- D. **Key Question:** What will you be doing your unit of instruction on?
 - a. **Create a master list and print up for folks.**

VII Introduce the Unit Plan Assignment and Go over (10-15 min)

VIII CAT on Classroom Management: Parte Duex (10 min)

Week Five: Unit Planning/Lesson Planning
CONTINUE OBSERVATIONS THIS WEEK

Monday: 2/21/05: No class, due to President Day Weekend.

Wednesday: 2/23/05

- Reading: An introduction to learning styles, using the hotlist created by Lisa M. Silmser, and located at <http://www.kn.pacbell.com/wired/fil/pages/listlearningli2.html> **Read this piece online.** Selection on assignment design from *Engaging Ideas* by John Bean—in Packet.
- Writing Assignment: **Optional Second Draft of CAPT or CMT Lesson Plan.** [This is only if you want feedback from Chris.] Start first draft of Unit plan. (This includes list of materials, objectives, full outline of unit, and one **complete lesson** with **support materials.**) Due on **3/2/05.**
- Class Activities: Discussion of Wong and Wong. Assignment design. Discussion of assessment pieces for class. Introduction to learning styles assessments.