

Lessons for Week One: An Introduction to Your Learning, an Introduction to the Profession

Lesson for Monday: 1/24/05

- Reading: In Class—"Tell-Tale Heart" by Edgar Allan Poe. **Also Available from** <http://www.eapoe.org/works/tales/theartc.htm>
- Writing Assignment: Start Educational Philosophy—**Draft One. Due 1/31/05.**
- Class Activities: Getting to Know You and syllabus work. Model high school lesson on "The Tell-Tale Heart." Teaching goals exercise. Introduce the "Unit Plan Assignment." Give out model as well.

I Syllabus Read-Through/KWL Work (40 min)

- A. Ask students to fill out the KWL worksheet with "what they know about teaching secondary school English language arts."
- B. Talk about what they know and want to learn.
- C. Go through the syllabus—reading aloud, popcorn reading, and peer-teaching (use this over "Course Content Outline").
- D. Finish the work, and then check back on know column, and ask: how do you think this class will address this to help you build on what you know?
- E. Then go over what they want to know and show them where, in the syllabus that will happen.
- F. **Questions about the Syllabus at end.**

II Getting to Know You (40 min)

- A. Hand shaking game. (5 min)
 - a. Why do this?
 - b. Would you do this with your students on the first day? Meet them at the door and shake their hands?
- B. My name Writing Prompt and Sharing.
 - a. Read aloud Cisneros' bit.
 - b. Read aloud the example.
 - c. Give them ten minutes to come up with something
 - d. Share for 5-10 minutes.

10 minute Break

III Rules and Procedures for Education 490 (20 min).

- A. Freewrite: what does "respect" mean to you, and what is an example from your life of a time when you felt *real respect*?
- B. Share two responses.
- C. Define that.
- D. **Question: What are three ways we can show respect to each and every person in this class?**
- E. Vote and create a list—that will remain posted.
- F. Debrief:
 - a. Why do something like this with students? Why do it on the first day of class?
 - b. Why start with introductions and expectations on the first day? What does that mean?
 - c. **Key question:** In your mind, what's the relationship between rules and procedures in a classroom? What have we done that is procedural? What have we done that has been governed by rules?

IV Set for Tell-Tale Heart, Plus ten minutes of reading aloud (30 min)

- A. Brainstorm on the board two things:
- What scares us personally?
 - What do we know about a scary writer we are going to read, Edgar Allan Poe?
- B. Read aloud to students, through the end of the second paragraph.
- Recall Questions:
 - Were there any words or phrases that confused you?
 - What are some words that the narrator uses to describe himself?
 - Does the narrator hate the old man in a general way?
 - What causes the narrator to decide to “take the life of the old man?”
 - HOC Questions:
 - How would **you describe** the narrator? What sort of person is he like? Is he like a famous actor, role, or person?
 - Do you like the story so far? Why or why not?
 - What do you think will happen next and why?
- C. Have the group popcorn read the next paragraph of the text aloud.
- Recall Questions:
 - How does the narrator react to the old man during the day? How does he treat him? (Find places in the text).
 - What does the narrator do for a “seven long nights?” (What’s the point of this?)
 - How long does the narrator “look in” on the old man before planning to kill him?
 - Were there any words or phrases that confused you?
 - HOC Questions:
 - Is our narrator mad or not? Where can you find proof in the text for your opinion?
 - Why does the narrator decide to shine “a single” ray of light on the old man’s “vulture eye?”
 - What’s going to happen next?
- D. Handout the lesson plan and go over it, as a sample for what they can do. Highlight the various ways of reading aloud and the way that the ending is left for the kids to read at home. Show them that this comes from: http://www.teach-nology.com/web_tools/lesson_plan/

V Teaching Goals Inventory (10 min)

- Handout the handout.
- Have them do it and turn it in.

Homework: Make contact with your co-op if you have your assignment yet. Read the texts assigned.

Writing: Bring in three questions about the “Educational Philosophy” assignment. **Also:** Bring in some sort of document or computer to use as a journal for Wednesday.

Wednesday: 1/26/05

- Reading: *Companion*: pages 1-23. *Reading Reminders*: pages 8-10 and 132-134.
- Class Activities: Discussion of Readings. Introduction to computers. Model lesson on “I Hear America Singing,” by Walt Whitman. Pre-reading work on “Trifles.”

Lesson for Wednesday: 1/26/05

- Reading: *Companion*: pages 1-23. *Reading Reminders*: pages 8-10 and 132-134.
- Class Activities: Discussion of Readings. Introduction to computers. Model lesson on “I Hear America Singing,” by Walt Whitman. Pre-reading work on “Trifles.”

I Go Work (10 min)

- A. What have been the best and worst experiences that you have had with poetry? Write in as great as detail as possible.
- B. Share two examples.

II Review of Teaching Goals (10 min)

- A. Go over a couple of hotspots.
- B. Show them how we will be making a connection to our work with Whitman today.

III Whitman Poetry Lesson (45 min)

IV Debriefing (15 min)

- A. Write down three questions, using Blooms as a guide—put up <http://www.officeport.com/edu/blooms.htm>
- B. Go over the reading Reminders for 132-134.

10 minute break

V Threaded Discussion on Burke (40)

- A. Use the overhead.

VI Introduction to Education Phil (10 min)

- A. Give out the handout and rubric. Walk through it. Take questions.
- B. Give sample, for guidance, not perfection.

VII Introduction to Unit of Instruction (10 min)

- A. Give out the handout and rubric. Walk through it. Take questions.
- B. Give sample, for guidance, not perfection.

VII CAT (5 min)

- A. What questions, do you now have, about what you need to do to start either your educational philosophy statement or your Unit of Instruction?
- B. What is something you learned about the teaching today in class?

Monday: 1/31/05

- Reading: *Companion*: 28-102. “Trifles” by Susan Glaspell—**Packet. (Also located at <http://www.vcu.edu/engweb/eng384/trifles.htm>.)**
- Writing Assignment: Begin **final draft** of “Educational Philosophy,” **due on Monday 2/7/05.**
- Class Activities: Introduction to revision in class and peer review. Computer introduction. Model lesson on “Trifles” by Susan Glaspell. **Choose short text to work with next time using Project Gutenberg, located at <http://promo.net/pg/>.**

