

Lessons for Week Two: Working Through Revision and the Teaching of Reading

Monday: 1/31/05

- Reading: *Companion*: 28-102. *Companion*: pages 1-23. *Reading Reminders*: pages 8-10 and 132-134. "I Hear America Singing."
- Writing Assignment: Begin **first draft** of "Educational Philosophy," **due on Monday 2/7/05**.
- Class Activities: Discussion of Readings. Introduction to computers. Model lesson on "I Hear America Singing," by Walt Whitman. **Choose short text to work with next time using Project Gutenberg, located at <http://promo.net/pg/>.**

* Go Over Goals Sheet (5 min) Talk about CAT, and how they link classes.

I Finish Poe (20 min)

- A. **Go work:** Summarize what has happened in the "Tell-Tale Heart" up through page one.
- B. Do a review of what happened through the first page.
- C. Ask to read, in peer teaching groups, up through last paragraph.
- D. Fill out sheet.
- E. Model the process.
- F. Read, and discuss.
- G. **Questions:** When would this sort of outloud reading work?
 - a. When might it not?
 - b. Why should students read aloud?
 - c. When is it not appropriate to read aloud period.
 - d. What does Burke say about reciprocal teaching—look it up in the index.
 - e. Discuss this a bit, and Burke generally.

II Burke Discussion: (45-50 min)

- A. Use the handout.
- B. Talk about everyone producing something.
- C. Something that could be graded—using check minus, check, and check plus.

Ten Minute Break

III What do you know about the teaching of Poetry Brainstorming (10 min)

- A. Get two student scribes.
- B. Go over the list.

IV I Hear America Singing Lesson (45 min)

- A. Text located at <http://www.poets.org/poems/poems.cfm?45442B7C000C07020A72>.

V Debriefing from Lesson (5 min)

- A. What are some immediate things that you can take and use in a class, a lesson plan, a unit of instruction?
- B. **Main Question:** How can poetry supplement other readings?

VI Present Short Text to Work With for Next Class (5 min)

- A. Sonnet 116, Read/Listen, via Project Guttenberg. Located at:
<http://www.gutenberg.org/etext/12724>.
- B. How would you approach this text in a class?

VII CAT (5 min)

- A. What is one thing you learned today in class?
- B. What is one question you had today about the work of the class? What question do you want to ask about reading instruction?

Lesson for Wednesday: 2/2/05

- Reading: Selection from Kylene Beers' *When Kids Can't Read, What Teachers Can Do*. 40-101. **Packet. Short text chosen from class at Project Gutenberg, located at <http://promo.net/pg/>.**
- Writing Assignment: **Keep working on Educational Philosophy.**
- Class Activities: Model Lesson on reading comprehension of chosen text by students. Discussion of Beer's readings. CAPT Orientation.

MUST GET CLASSROOM OBSERVATION FORM AND EXAMPLE

Lesson for Wednesday: 2/2/05

- Reading: Selection from Kylee Beers' *When Kids Can't Read, What Teachers Can Do*. 40-101. **Packet. Short text chosen from class at Project Gutenberg, located at <http://promo.net/pg/>.**
- Writing Assignment: **Keep working on Educational Philosophy.**
- Class Activities: Model Lesson on reading comprehension of chosen text by students. Discussion of Beer's readings. CAPT Orientation.

* 10 Minutes on CAT.

I Beers Lesson (30 min)

- A. After reading Beers and Burke, how might you approach teaching sonnet 116.
 - a. Share, via a read-around, what they come up with.
- B. Think aloud protocol, and then use the overheads from Beers for Sonnet 116.
- C. Have them try it alone—making inferences, working through the model—use the reflective sheet to do it.
- D. **Key Question:** What will you do to help struggling students read better? What are your responsibilities as an English language arts teacher to do so?

II Shakespeare/Performance Work (30 min)

- A. Warm-up.
- B. Machine Making.
- C. Anticipation guide and vocab.
- D. Prologue to Romeo and Juliet, in five groups of three.
- E. Discuss Techniques.
 - a. **Questions:**
 - i. When are these appropriate?
 - ii. Are they student centered enough?
 - iii. What's the value of anticipation guides?
 - iv. **Key Question:** List some ways that we can help students with difficult texts.

Break: 10 Minutes

III CAPT/CMT Web Quest (30 min)

- A. Show filementality: <http://www.kn.sbc.com/wired/fil/>
- B. Get them to the treasure hunt:
<http://www.kn.sbc.com/wired/fil/pages/huntcaptcmtch.html>.

IV 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?

V Observations (10 min)

- A. Handout the assignment and a sample.

VI CAT: What is one thing you learned about teaching reading or working with the CMT or CAPT? What is one question remaining?

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

START YOUR OBSERVATIONS THIS WEEK

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 2/19/04**
- Class Activities: Model lesson with classroom activities around the teaching of writing and reading. Introduction to lesson plan assignment. Introduction to observations.

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.