

LESSON PLAN ASSIGNMENT ~ 2009

The *Lesson Plan Assignment 2009* is offered to TAH teachers who are currently working in 8th, 11th, or 12th grades history classes.

The *Lesson Plan Assignment* is available to the *first six* teachers who respond to Nancy Case-Rico case@sonoma.edu by March 28, 2009.

Priority is given to those teachers that have not been observed.

Teachers will receive \$500.00 for completing all PARTS of the *Lesson Plan Assignment* by **Friday, May 29, 2009**.

PART I:

Using the template located on the website: tah.mcoe.us, create or modify a lesson for your students which is **based upon the strategies learned from the TAH Project**.

EXAMPLE ~ ANY SUBJECT

Title: BINGO Lesson Plan TAH Mendocino

Grade Level: Any

Lesson Overview: Students play bingo as a way to either introduce or review vocabulary.

Standards Addressed:

History/Social Science: Any

Language Arts: Reading - 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

English Language Learner (ELL) Strategies:

SIOP Skills Addressed

Preparation:

- ✓ Clearly define language objectives
 - *Write on the board*
 - *State orally*

Application of Content and Language Knowledge:

- ✓ Abstract concepts and new information need to be applied in a personally relevant way-- Playing a game
- ✓ Discussing and “doing” make abstract concepts concrete.
- ✓ Opportunities for social interaction promote language development – working with partners.
- ✓ Modeling correct English

LESSON PLAN ASSIGNMENT ~ 2009

Integration of Language Skills:

- ✓ Connections between abstract and concrete concepts are best accomplished when all language processes—reading, writing, listening, and speaking—are incorporated during practice and application.
- ✓ Vocabulary Self-Selection: Students self select vocabulary they think is essential to the understanding the content concepts.

Engaging Scenario: Students just think they're having fun while they're accidentally learning.

Task Summary: In advance, cut up one of your photocopied lists. You will be drawing these items out of a "hat." Also have the objective on the board: *Students will become familiar with vocabulary from Alien and Sedition Acts of 1798 and Espionage, Sedition & Alien Acts 1917-18.*

Pair students. Distribute list of terms and names that you want students to learn. It's very important that the list has at least 35 items. (With too few items, many students will "bingo" at the same time.) Every student gets his/her own list. Distribute one bingo board per pair.

Tell them to choose the 25 "luckiest" terms and names from your list while you read that list to them. Then they write their chosen words in a "lucky" order in the boxes on this bingo board. To win they need 5 in a row, which may be horizontal, vertical, or diagonal.

Explain that the purpose of this assignment is to learn the terms. As play progresses, they should mark items which they don't know for later study. Put the overhead copy of the list up and get ready to rumble! Draw the first item, read it clearly to the class, mark it on the overhead, and have them check off that item on their bingo boards if they chose it. Remind them that if they don't know the term, mark it on their list.

Mix up the way you play. For instance, if the item you draw is "John Adams," say to the class "this person was the second president of the United States" and call on volunteers. Or read the person's name and solicit additional information from the class. You may want students to draw the items from the hat for more inclusion.

Make a big deal out of the winner.

Closure – as a transition to tomorrow's lesson (whatever that may be) assign the terms they still don't know for homework. Have them individually choose the 10 "hardest" terms to look up and define.

Resources/Materials Needed:

List of terms and names, one copy of which is on an overhead transparency

A cut-up list of terms in a container

Blank bingo boards

Some kind of fabulous prize to win

LESSON PLAN ASSIGNMENT ~ 2009

PART II:

The Lesson Plan must be **APPROVED** prior to implementation with students in your classroom. Please send the Lesson Plan case@sonoma.edu or mail to:

**Nancy Case-Rico
307 Bassett Street
Petaluma, CA 94952**

Before proceeding to PART III, Nancy will either approve or provide feedback regarding your Lesson Plan.

PART III:

TAH External Evaluators (Perry Marker and/or Marty Ruddell) are available to observe you teaching the **approved** Lesson Plan in your classroom.

In cases where more than one TAH teacher in a school or district wishes to be observed, teachers will be clustered so that the evaluators can visit the teachers on the same date or adjacent dates.

TAH External Evaluators (Perry and Marty) are available for classroom observations on the following dates:

March 30 or 31, 2009

April 5, 6, 20, 21, 27, 28, 29, or 30, 2009

NOTE: Prior to the visit evaluators must receive the full lesson plan with a written statement of specifically what strategy, activity, or idea from the TAH workshop content is being used in the lesson; how it will be implemented and/or adapted; and why the strategy is being used in this lesson.

Please do not invite an evaluator to your classroom to see one of your best, "never fail" teaching ideas which is already a staple in your teaching repertoire. Your lesson plan should be based upon the strategies modeled by the TAH Project Team.

The sole purpose for observation is to see how the TAH project is influencing and changing your teaching.

The teacher and evaluator(s) should schedule a mutually agreed upon time for debriefing (20-30 minutes). If necessary, this debriefing can take place via telephone conference to accommodate the teaching schedule. Debriefing will center on the following questions:

- a. In your lesson plan you said you selected this TAH strategy because. . . . Now that you've taught the lesson, how successful was it in achieving your goal?
- b. How might you use or adapt this TAH strategy in other ways or other lessons?
- c. How does this strategy fit with other successful teaching strategies you use?
- d. What other TAH activities and ideas have you tried or have plans to try?

LESSON PLAN ASSIGNMENT ~ 2009

- e. Overall, how would you say the TAH project has affected, or is affecting, your teaching?

PART IV:

You will be asked to write a reflection on how you feel the lesson went in your classroom and to describe the highlights on areas that you might improve on your particular lesson. Student work which is the result of the lesson should be provided to Nancy Case-Rico and the evaluators.

The *Lesson Plan Assignment 2009* is offered to TAH teachers who are currently working in 8th, 11th, or 12th grades history classes.

The *Lesson Plan Assignment* is available to the *first six* teachers who respond to Nancy Case-Rico case@sonoma.edu by March 28, 2009.

Priority is given to those teachers that have not been observed.

Teachers will receive \$500.00 for completing all PARTS of the *Lesson Plan Assignment* by **Friday, May 29, 2009.**