

EDU 411 Curriculum and Instruction

Cassie Low, Elizabeth Farnworth, Levi Smith

April 15th, 2013

Subject: Classroom Rules and Procedures in Content Areas

Estimated time for Lesson: 50 minutes

Standards Idaho State Teaching Standards

- 1. The teacher understands how instructional strategies impact processes associated with various kinds of learning.
- 3. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology
- Standards #5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

LWBAT Content Objectives:

- Students will understand the differences between the rules and procedures that are necessary for different content areas

LWBAT Procedural Objectives:

- Students will be able to make connections between their content area and the concepts in this unit

Literacy Integration

- Written classroom rules for content areas
- Gallery Walk Strategy
- Class discussion on rules and procedures conclusion

Differentiation: Meeting the needs of learners

- Whole Group Discussion
- If extra time: TPS about gallery walk

Assessment Plan

- Participation in anticipatory set
- Participation in creating rules and procedures for content areas
- Gallery walk handout completed
- Participation in concluding discussion

Materials

- Smart Board with daily schedule and activity expectations PowerPoint
- Poster board for rules and procedures (7)
- Drawing utensils for poster board
- Handout for Gallery Walk (20)
- Lesson Plan (21)

Anticipatory Set – Self Reflection on Classroom Management [Levi]

1. Introduction and explanation of daily schedule
2. Students (in the perspective of a student or teacher) think of a time when classroom management was poor.
3. Discuss as a class

Lesson Sequence

- 5- 10 minutes - Anticipatory set
 - 5 min individual work [Levi explains]
 - 5 min discussion
- 30 minutes – Content Area Application [Cassie]
 - 5 minutes - Teacher poses the question of what simple rules could have been effective in helping or preventing the situations the students thought of in anticipatory set
 - Teacher explains in detail that the students are going to be creating a list of content specific rules and procedures. Then, they are going to be comparing and contrasting the other content areas and age levels through a gallery walk.
 - Reference class rules for example
 - Rules and Procedures include 4 Behavior and Procedural
 - At least 2 specific rules or procedures to content area or age group
 - 2 not specific rules or procedures to content area or age group
 - Write what age group and content area (if applicable) rules are for
 - Teacher has students break into groups;
 - Secondary - their content specific groups
 - Primary – Lower and upper age level groups
 - 10 minutes - Students, in their content groups, create rules and procedures card
 - Teacher circulates while students are working
 - To determine when students are finished
 - Once students are finished, teacher hands out gallery walk handout
 - Teacher explains gallery walk and handout
 - Have students return to their seats once completed circle
 - Hand out the characteristics handout
 - Student participate in gallery walk while filling out their handout

- If **extra time**: Think, Pair, Share
 - What students noticed in gallery walk, share with content area or age level groups
- Class discussion
 - Teacher has 2 students from elementary and 2 students from secondary group share:
 - From elementary school perspective, 1 difference or similarity that you found either surprising or that you expected
 - From secondary school perspective, 1 difference or similarity that you found either surprising or that you expected
- Transition to closure activity

- 10 minutes – [Liz] Closure

Closure

- Concluding Discussion