



# Teacher Tip of the Week

## New Teacher Support Program 2009-2010

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Teacher Tip of the Week  
New Teacher Support  
Program  
Wilson County Schools  
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### What does a great lesson plan look like?

#### HOW TO DO IT— CHECKLIST



#### Passing out Instructional Materials

Set up procedures for passing out and collecting instructional materials. Store the instructional materials, such as textbooks, manipulatives, tools, and equipment in easily accessible areas. Train several materials monitors to pass out and collect the materials. When you need the materials passed out, simply ask the materials monitors to do so. Be sure to re-evaluate your selection of monitors often. Some may use the job as a opportunity to socialize. Consider giving such a job to low achievers to help them feel more connected to the class.

Writing lesson plans does not have to be difficult. This is the time that a teacher can show their creativity.

But, what exactly do the best lesson plans look like? What do they feel like to the students and to us? More concisely, what characteristics must a lesson plan contain in order to reach maximum effectiveness?

The following ingredients are essential to delivering effective lessons. You can even use this as a checklist when you plan your days. This basic formula makes sense whether you are teaching kindergarten, middle school, or high school.

◆ Begin with the end in mind. What do you want the students to learn from this lesson? What standards are you meeting? What does the state or your district require? What age students are you trying to reach? How are you going to assess that learning? Once you've determined this, write a quick description and list out your objectives for the assignment.

◆ Create a key vocabulary list that you will add to as you write out your lesson plan procedure. This will help you remember terms that you need to make sure the students understand as they work through the lesson.

◆ Create a materials list and add to this as you write your procedure so that you know exactly what you will need including A/V equipment, number of copies, page numbers from books, etc.

◆ Determine how you will introduce the lesson. For example, will you use a simple oral explanation for the lesson, an intro-

ductory worksheet, or an interactivity of some sort.

◆ Decide the method(s) you will use to teach the content of your lesson. For example, does it lend itself to independent reading, lecture, or whole group discussion? Sometimes it is best to use a combination of these methods: beginning with a couple minutes of lecture, followed by a short whole group discussion to ensure that the students understand what you have taught them.

◆ Once you have determined how you will teach the content of the lesson, write out supporting information in your notes.



◆ Determine how you will have the students practice the skill/information you just taught them. For example, if you have taught them about the

laws of supply and demand in economics, how you will have them practice this information to truly gain an understanding of the material. Will you have them complete independent practice, use a whole group simulation, or allow students to work cooperatively on a project? These are just three possibilities of how you can have them practice the information.

◆ Once you determine how students will practice the skills that you taught them, write out step by step instructions.

◆ Create an end of period review.

◆ Complete details for any homework or assessments that you will be giving the students.

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## What does a great lesson plan look like?(cont.)

- ◆ Complete details for any homework or assessments that you will be giving the students.
- ◆ Decide on any accommodations you need to make for your class including accommodations for ESL and special education.
- ◆ Once you have completed your lesson plan, finish out the details including creating the assessments, homework assignments, and any handouts.
- ◆ Finally, make copies and collect materials for the lesson.

### Tips:

- ◆ Some teachers find that by writing the assessment first, they are better able to focus their lesson on what is essential.
- ◆ Try not to always rely solely on your textbook for lessons. At the same time make sure that you evaluate any other source you might use like other books, teachers, written resources, and internet web pages.
- ◆ Some school districts require standards to be listed on the lesson plans while others don't.

Make sure that you check with your school district.

- ◆ Overplan, overplan, overplan. It is much easier to cut things out of a plan or continue it the next day than fill up fifteen or twenty extra minutes.
- ◆ If possible, connect homework to real life. This will help reinforce what the students should be learning.



**“In life, all good things come hard, but wisdom is the hardest to come by.”**

—Lucille Ball

## “I’m done, now what. . . ?”

**What’s to be done with those students who always finish the assignment first? Many of these are “good” students who need some classroom management guidance before becoming “problems” to you and the remainder of the students still on task.**

**Here are just a sampling of suggestions from veteran teachers:**

- Check your work for errors. Can I make it better?
- Read a book.



- Write in your journal.
- Write a story.
- Help someone else.
  - Tidy up your desk/table.
  - Tidy up the class room.
  - Catch up on some home work.
- Ask to go and help out in another class.
- Study for a test.
- Write notes to someone else who also is done.
- Go to the library and sign out a book.
- Work on the computer.
- Read a book to/with someone else who also is done.
- Serve as a tutor to another student in class who needs extra help.
- Ask the teacher if there is anything else you can do.
- Write a letter of thanks to parents, siblings or the teacher.
- Help with a new bulletin board.—*Can Teach*

### FACTS ABOUT TEACHING

Today's teachers make an average starting salary of \$31,704 per year, not including supplemental pay for extra duties.

Nearly 1/2 of all public schoolteachers (49%) have been in the classroom 15 years or longer; more than 1/3 (38%) have 20 or more years of classroom experience.

'09-'10

## NEW TEACHER SUPPORT PROGRAM PARTICIPANTS\*



*Alisa DelCampo*

Lebanon High School

Spanish 1 and 2

### WHY DID YOU BECOME A TEACHER?

"I decided to become a teacher because I want to make a difference in the lives of young people. I believe all students have the capability to excel and achieve success in school and life. As a teacher, I want to be a part of their success, providing them with the knowledge and skills that will enrich their lives and enhance their future."—Alisa DelCampo

\*FYI-The 2009-2010 New Teacher Support Program has 48 participants—23 of the teachers are Elementary and 25 Secondary. Glenda Davis, a recent retiree from Wilson Central High School, has been added to the New Teacher Mentoring Program and will be charting the course of 2nd year teachers.



## TEACHER WEBSITE OF THE WEEK:

<http://www.literaturecircles.com/>

### Literature Circles

Literature circles are student-led book discussions and Literature Circles.com is a web resource for teachers who want to make use of literature circles in their classrooms. The site features book recommendations, classroom management ideas and other resources to help teachers develop and use literature circles in their classrooms. There is also a section of links to other sites which feature or support literature circles.



## OFF THE BOOKSHELF

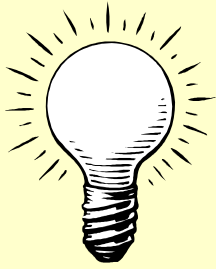


**Teaching 101: Classroom Strategies for the Beginning Teacher, Second Edition** by Jeffrey G. Glanz

The noble profession of teaching plays a vital role in inspiring students to achieve excellence. This new edition of one of the most comprehensive introductions to teaching available provides essential knowledge and actively engages new teachers in practice to become an exceptional teacher.

Easy to understand and practical, this wide-ranging guide provides tools such as questions and activities at the end of each chapter, Web sites and vital readings for further study, and a self-assessment instrument to help readers succeed in their first year. The second edition includes more information on curriculum development and technology, more sample lesson plans, a new section on bullying, new activity sheets, and many checklists with immediate application procedures.

*Teaching 101* is an invaluable resource that teachers can reference throughout their careers to expand their skills and perspectives.



# Strategies for New Teachers . . .

## CONSEQUENCES

Rules will not be effective if you don't consistently enforce them. Establish clear consequences and communicate them to students ahead of time. Use tiered consequences to give yourself flexibility. Example:

**FIRST OFFENSE:** remind student of the rule or expectation.

**SECOND OFFENSE:** conference with the student.

**THIRD OFFENSE:** inform parent of behavior.

**FOURTH OFFENSE:** inform Administrator/Counselor of behavior.

## ASSIGNING SEATS

Do NOT allow students to choose their own seats! Assign seats on the first or second day of school. This puts you in charge instead of your students, facilitates learning students' names, distributes students more heterogeneously (instead of self-selected—most often by gender or race) and minimizes potentially disruptive combinations. Prepare seating charts in advance and direct students to their assigned seats as they enter or as you call roll within the first few minutes of class. This can be done at all grade levels but it is easier in primary grades for teachers who are primarily responsible for one group of students.



## MARK YOUR CALENDAR

WHAT WILL BE YOUR LEGACY MONTH

HAPPINESS HAPPENS MONTH

NATIONAL AVIATION WEEK  
AUGUST 16-22

POETS DAY  
AUGUST 21

SENIOR CITIZENS DAY  
AUGUST 21

BE AN ANGEL DAY  
AUGUST 22

RAMADAN AUGUST 22



## Back to school

**TEACHER:** Well, at least there's one thing I can say about your son.

**FATHER:** What's that?

**TEACHER:** With grades like these, he couldn't be cheating.