

# Lesson Planning and Session Management



“If you don’t know where you are going,  
you’ll end up someplace else.”

Yogi Berra

# *Session Goals*

- Establish rapport
- Create predictability through routines
- PLAN for flexibility (time out, student choice)
- Vary activities and include movement
- Teach a schema, not a subject
- Build confidence (success, struggle, success)
- Facilitate automaticity (repeat, repeat, repeat)
- Assess understanding, not just accuracy
- Praise with clarity (identify strengths and weaknesses)

# Managing The Mobile Classroom

- Bring your bag of tricks
- Overplan/no downtime
- Use the setting as a tool



# Bag of Tricks...The Basics

- Pencils (No.2 and colored)
- Manual sharpener
- Paper (lined, blank, graph and colored)
- Index cards
- Highlighter
- Binder with pocket tabs
- Blank calendar pages

# Bag of Tricks...The rest of the story

- White boards, dry erase markers, eraser
- Scissors, string, straws, rubber bands
- Ziploc bags, counters (beans, cut straws)
- Dice, ruler, deck of cards
- Stopwatch (cellphone...calculator/internet)
- Stenopad
- Puzzles, board games, Mad Libs, etc.
- Two pillow cases

# Beg, Borrow, Steal

**“The secret to creativity is knowing how to hide your sources.”** -Albert Einstein

- Teachers' class pages
- Librarians
- Other tutors
- Online sites (SOW, Read-Write-Think, Ken Nesbitt's [poetry4kids.com](http://poetry4kids.com), state education dept.)

**“Give me six hours to chop down a tree and I will spend the first four sharpening the axe.” -Abraham Lincoln**

- Ice Breaker/Transition Activity
- Fluency Tasks
- Review/Preview via mini-lessons (concrete)
- Guided practice (easy and hard with guide)
- Monitored independent work
- Next subject



# Sample Math Lesson

7:00-7:10

Sort beans into baggies (3's and 4's) Best/Worst "Week in Review"

7:10-7:20

Review 3 times tables, Tap it out and Walk It, Double 2's to get 4's

7:20-7:30:

Timed quiz, 10 questions, grade using fraction, decimal and percent

7:30-7:45

Mini-lesson word problem strategies/Guided practice

CUE (circle, underline and echo)

Manipulatives to model when to multiply/divide

Drawings to represent the modeling (Singapore Math)

Four square form to break down the process

Complete each square as a guide

7:45-7:55

Student work on word problems "It's Alive"

7:55-8:00

Oral quiz 3 times tables, Rate the Session (playing cards)





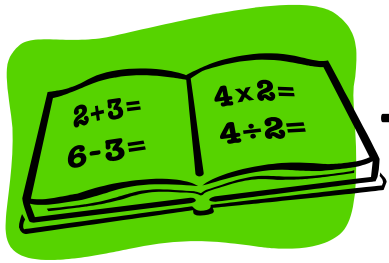
# Sample Language Arts Lesson

- 7:00-7:10 Best or Worst “Week in Review” Write It/3 Strikes/setting-characters
- 7:10-7:20 Sight word card drill (3 minutes while setting up paper)  
Drop/Add word list “say it” “spell it” with feedback
- 7:20-7:35 Poetry read aloud (choral and independent)  
Circle verbs in red in new poem. Add “ing” ...spell it...do it.  
Underline nouns in green. Proper or common and vice versa. Capitals?
- 7:35-7:50 Paired/Shared reading , chapter 4 “Dinosaurs Before DarK” (Magic Tree House)  
Question previous setting, characters, events (problem if presented)  
Note in stenopad words to pronounce and define for future lessons.  
Model “echo” of question for one written comprehension question and have student complete the answer.
- 7:50-7:55 Give student list of words to write on index cards. Read aloud from bibliotherapy book.
- 7:55-8:00 Read and repeat new words (index cards) and a few old ones. Rate the session.

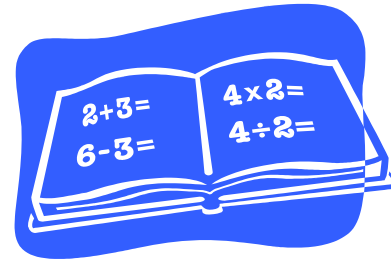
**“Doing your child’s homework is a bit like believing that they can get into shape by watching someone else exercise.”**

–Lawrence Kutner

- Helicopter parents and balance
- Model organization (materials and time)
- Scan for content and strategy
- Scaffold for success
- Create study guide together
- Notes to teachers
- Connect with parents
- Contracts with kids



# The Nitty Gritty...Math



- |                  |               |       |
|------------------|---------------|-------|
| 1. $3 \times 3=$ | total correct | _____ |
| 2. $3 \times 5=$ | fraction      | _____ |
| 3. Etc.          | decimal       | _____ |
|                  | percent       | _____ |

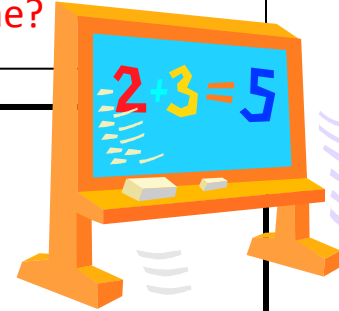
Begin with 10 total questions to teach base ten system. Once mastered change total number. Keep copies in binder to use as data for future math problems. (Mean, median, mode...graphing...operations with fractions, decimals and percents, etc.)

# Four Square...Math

Jerome is the tallest student in his class. He is 6 inches taller than the smallest student. Alisha is the smallest in the class and measures 4 feet 8 inches. How tall is Jerome?

• C...U...

E



**Air from a big sneeze can travel 104 miles an hour.**

Asa is about to sneeze, and it's going to be a big one. How far away should David stand if the sneeze particles will be airborne for 2 and  $\frac{1}{2}$  seconds?

(Hint: there are 5,280 feet in a mile.)

### **My Error**

A contractor wants to order concrete for a wall that is 24 feet long, 10 feet high, and 9 inches thick. How many cubic yards of concrete should she order?

# Math Fluency Supports Problem Solving

- $312 + 312 + 312 + 312$

4 Give the “why” as often as the “how.”

Model, teach and drill for mental math strategies like number bonds...

$$\begin{array}{c} 5 \\ \swarrow \quad \searrow \\ 7 \quad + \quad 2 \end{array}$$

$$7 + 8 = 5 + 10 = 15$$

$$\begin{array}{c} -40 \quad +2 \\ \swarrow \quad \searrow \\ 92 \quad - \quad 38 \end{array}$$

$$92 - 38 = 92 - 40 = 52$$
$$52 + 2 = 54$$

# Math Rubric

Beginning	Approaching	Meeting	Exceeding
<b>1.1a Student understands and applies concepts and procedures from number sense.</b>			
Student sometimes correctly adds, subtracts, multiplies, divides: <ul style="list-style-type: none"> <li><input type="checkbox"/> whole numbers</li> <li><input type="checkbox"/> fractions</li> <li><input type="checkbox"/> decimals</li> </ul>	Student often correctly adds, subtracts, multiplies, divides: <ul style="list-style-type: none"> <li><input type="checkbox"/> whole numbers</li> <li><input type="checkbox"/> fractions</li> <li><input type="checkbox"/> decimals</li> </ul>	Student routinely adds, subtracts, multiplies, divides with few errors: <ul style="list-style-type: none"> <li><input type="checkbox"/> whole numbers</li> <li><input type="checkbox"/> fractions</li> <li><input type="checkbox"/> decimals</li> </ul>	Student teaches others to add, subtract, multiply, divide: <ul style="list-style-type: none"> <li><input type="checkbox"/> whole numbers</li> <li><input type="checkbox"/> fractions</li> <li><input type="checkbox"/> decimals</li> </ul>
<b>1.1b Student understands and applies concepts and procedures from number sense.</b>			
Student sometimes correctly computes and applies: <ul style="list-style-type: none"> <li><input type="checkbox"/> percentages</li> <li><input type="checkbox"/> rates</li> <li><input type="checkbox"/> ratios/proportions</li> </ul>	Student often correctly computes and applies: <ul style="list-style-type: none"> <li><input type="checkbox"/> percentages</li> <li><input type="checkbox"/> rates</li> <li><input type="checkbox"/> ratios/proportions</li> </ul>	Student routinely computes and applies with few errors: <ul style="list-style-type: none"> <li><input type="checkbox"/> percentages</li> <li><input type="checkbox"/> rates</li> <li><input type="checkbox"/> ratios/proportions</li> </ul>	Student teaches others to compute and apply: <ul style="list-style-type: none"> <li><input type="checkbox"/> percentages</li> <li><input type="checkbox"/> rates</li> <li><input type="checkbox"/> ratios/proportions</li> </ul>
<b>1.1c Student understands and applies concepts and procedures from number sense.</b>			
Student sometimes correctly adds, subtracts, multiplies, divides: <ul style="list-style-type: none"> <li><input type="checkbox"/> integers</li> <li><input type="checkbox"/> real numbers</li> <li><input type="checkbox"/> powers</li> <li><input type="checkbox"/> roots</li> </ul>	Student often correctly adds, subtracts, multiplies, divides: <ul style="list-style-type: none"> <li><input type="checkbox"/> integers</li> <li><input type="checkbox"/> real numbers</li> <li><input type="checkbox"/> powers</li> <li><input type="checkbox"/> roots</li> </ul>	Student routinely adds, subtracts, multiplies, divides with few errors: <ul style="list-style-type: none"> <li><input type="checkbox"/> integers</li> <li><input type="checkbox"/> real numbers</li> <li><input type="checkbox"/> powers</li> <li><input type="checkbox"/> roots</li> </ul>	Student teaches others to add, subtract, multiply, divide: <ul style="list-style-type: none"> <li><input type="checkbox"/> integers</li> <li><input type="checkbox"/> real numbers</li> <li><input type="checkbox"/> powers</li> <li><input type="checkbox"/> roots</li> </ul>
<b>1.1d Student understands and applies concepts and procedures from number sense.</b>			
Student sometimes estimates correctly using addition, subtraction, multiplication, and division.	Student often estimates correctly using addition, subtraction, multiplication, and division.	Student routinely estimates using addition, subtraction, multiplication, and division with few errors.	Student teaches others to estimate using addition, subtraction, multiplication, and division.
<b>1.2a Student understands and applies concepts and procedures from measurement using customary units.</b>			
Student sometimes correctly uses tools to measure.	Student often correctly uses appropriate tools to measure: <ul style="list-style-type: none"> <li><input type="checkbox"/> temperature</li> <li><input type="checkbox"/> length</li> <li><input type="checkbox"/> volume <b>or</b></li> <li><input type="checkbox"/> mass</li> </ul>	Student routinely uses appropriate tools to measure with few errors: <ul style="list-style-type: none"> <li><input type="checkbox"/> temperature</li> <li><input type="checkbox"/> length</li> <li><input type="checkbox"/> volume <b>and</b></li> <li><input type="checkbox"/> mass</li> </ul>	Student teaches others to measure: <ul style="list-style-type: none"> <li><input type="checkbox"/> temperature</li> <li><input type="checkbox"/> length</li> <li><input type="checkbox"/> volume</li> <li><input type="checkbox"/> mass</li> </ul>

# The Nitty Gritty...Language Arts

Drop the “initial consonant” or “medial vowel” or “ending consonant” sound and replace with...

1. sat      drop the /s/ and make it a /c/
2. cat      drop the /a/ and make it a /o/
3. cot      drop the /t/ and make it a /p/
4. cop

What is the word now? How do you spell it? Tap out any errors.



# Firework, Katy Perry

Simile...contractions...grammar (gotta=have to)

Do you ever feel like a plastic bag  
Drifting through the wind, wanting to start again?  
Do you ever feel, feel so paper thin  
Like a house of cards, one blow from caving in?  
Do you ever feel already buried deep?  
Six feet under screams, but no one seems to hear a thing  
Do you know that there's still a chance for you  
'Cause there's a spark in you?  
You just gotta ignite the light and let it shine  
Just own the night like the 4th of July  
'Cause baby, you're a firework  
Come on, show 'em what you're worth  
Make 'em go, oh, oh, oh  
As you shoot across the sky  
Baby, you're a firework  
Come on, let your colors burst  
Make 'em go, oh, oh, oh  
You're gonna leave 'em falling down

# The Retelling Rhyme

Choose a great story  
That you want to share.  
Read it one time.  
Then again to be fair.

Think about characters,  
Setting, and more.  
Think about events,  
And problems galore.

Think about solutions  
And how did it end.  
Then plan your retelling,  
Author's message to send.

Speak loudly and clearly  
So everyone hears.  
Look right at the audience,  
And hear all the cheers!

# Four Square...Language Arts

Opening supporting  
sentence

Supporting sentence

**TOPIC SENTENCE**

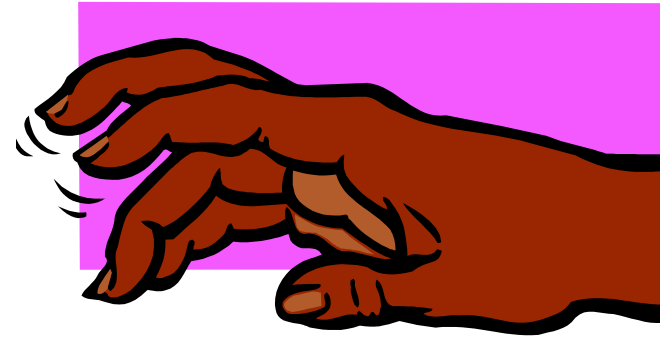
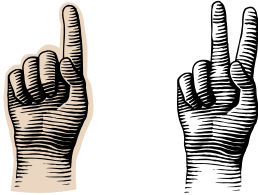
Supporting sentence

Summary sentence

# TAP...TAP...TAP

- Tap out multiples of a number
- 3..6..9..12...

- Odds/Evens



- Tap out letter sounds (pronounce/spell)
- /c/.. /a/.. /t/...pronounced “cat” ...spelled c-a-t
- TAP for writing
  - Topic
  - Audience
  - Purpose

	Criteria				Pts.
	4	3	2	1	
<b>Position Statement</b>	Position is clearly stated and consistently maintained. Clear references to the issue(s) are stated.	Position is clearly stated and consistently maintained. References to the issue(s) at hand are <b>missing</b> .	Position is stated, but is <b>not maintained consistently</b> throughout work.	Statement of position <b>cannot</b> be determined.	—
<b>Supporting Information</b>	Evidence clearly supports the position; evidence is <b>sufficient</b> .	Evidence clearly supports the position, but there is <b>not enough evidence</b> .	Argument is supported by <b>limited evidence</b> .	Evidence is <b>unrelated</b> to argument.	—
<b>Organization</b>	Structure of work is <b>clearly</b> developed.	Structure developed reasonably well, but <b>lacks clarity</b> .	Some attempt to structure the argument has been made, but the structure is <b>poorly developed</b> .	There is a <b>total lack</b> of structure.	—
<b>Tone Of Letter</b>	Tone is <b>consistent</b> and enhances persuasiveness.	Tone enhances persuasiveness, but there are <b>inconsistencies</b> .	Tones <b>does not</b> contribute to persuasiveness.	Tone is <b>inappropriate</b> to purpose.	—
<b>Sentence Structure</b>	Sentence structure is <b>correct</b> .	Sentence structure is generally correct. Some <b>awkward sentences</b> do appear.	Work contains structural <b>weaknesses and grammatical errors</b> .	Work <b>pays little attention</b> to proper sentence structure.	
<b>Punctuation &amp; Capitalization</b>	Punctuation and capitalization are <b>correct</b> .	There is <b>one error</b> in punctuation and/or capitalization.	There are <b>two or three</b> errors in punctuation and/or capitalization.	There are <b>four or more</b> errors in punctuation and/or capitalization.	

# Final Thoughts

IT'S NOT YOU IT'S ME



# Show Up/Prepared

HOPE BEGINS IN THE DARK, THE STUBBORN HOPE THAT IF YOU JUST SHOW UP AND TRY TO DO THE RIGHT THING, THE DAWN WILL COME. YOU WAIT AND WATCH AND WORK: YOU DON'T GIVE UP.

-Anne Lamott



*By failing to prepare, you are preparing to fail.*

-Ben Franklin

PRIMUM NON NOCERE

First, do no harm

