Emily Kollbaum

EDUC 231s

Dr. Nugent

3 November 2016

Time in Lesson Planning

 In this lesson plan, I set up a class period that is devoted to spine chilling short stories. For the beginning of our lesson, as students are entering the classroom, I would have something for them to immediately work on, in this case a bible verse to analyze and interpret using Padlet. This would right away start the activity flow. I would minimize the transition from being in the hallway to getting in the mindset of my classroom with the routine of bellwork for them daily. To minimize time checking work, as exemplified in Weinstein and Novodvorsky’s book, I would include a system of turning the homework as they enter the room (2005, p. 180). This would make it so the students come in and immediately get working on the bellwork and not thinking about the work from the class time before.

 Transitions would be a set routine as well. The transitions will always be some sort of scripted connection between the bellringer to the main lesson, the main lesson to the conclusion, and the conclusion to the final work time. I would spend my first class period to teach, show, and pratice the transitions. As Weinstein and Novodvorsky point out, I would have to “Explicitly teach the expected transition behavior” (2005, p. 188). This particular lesson plan would require a practice in putting away materials, their technology. I also expect and plan to walk the room to ensure and encourage students to work and behave properly (Weinstein and Novodvorsky, 2005, p. 189). This works through the entire class period. I would constantly promote the behavior as well as be prepared to reteach the behavior if needed.

 In order to ensure that I am holding students accountable, we will have a routine for homework at the end of class as well. This means we will always have time at the end of class to work on homework. This will allow me to be sure that I have “*communicate(d) homework assignments in a clear, organized manner*” by allowing the students to ask and be sure that they understand what is expected (Weinstein and Novodvorsky, 2005, p. 190). This would be a daily practice. I would have folders for any outgoing and incoming paperwork to minimize time spent on paperwork during class time that could be used for teaching. This isn’t a routine suggested in the book, but with English I would prefer the students practice editing and grading with in class assignments that are for participation rather than those that are for actual points.

Concluding class would occur the same every day. They start cleaning everything up with 5 minutes left. This allows them to put their stuff away, that belongs in class or their own, and turn in homework they finished and pick up what needs to be returned. I have thought about having a song play at the end of class everyday as a sign that it is time to clean up rather than my having to tell them.

Works Cited

Weinstein, C. S., & Novodvorsky, I. (2015). Middle and secondary classroom management:

Lessons from research and practice (5th ed.). Boston: McGraw-Hill.