

Classroom Management and Lesson Planning



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Meyerson's List of False Assumptions

Assumption #1

"I hate going to Religious School" means "I hate BEING in Religious School."

It may simply mean that the student hates the act of transition – the "going." Transitions are often difficult – many of us would prefer not to stop what we're doing to go somewhere we don't get a choice about going to.

Assumption #2

Kids (and parents) know how what they're learning (the content) fits together with other learning and with "life."

Too often, our content is fragmented or presented in a disjointed manner without linkages to prior learning or kids' experiences. We need to be explicit about what those links are.

Assumption #3

Our class routines are obvious. The kids know what to expect.

Not always. They have many routines in their lives and they only see us twice a week. Posting a schedule can provide a framework for learning.

Assumption #4

At the end of the lesson, the kids know what we are trying to teach.

Often, kids find it difficult to summarize what they've learned. "Tell them what you're going to tell them. Tell them. Tell them what you told them." Before you leave the lesson, ask them what they've learned.

Assumption #5

Because kids have a "short attention span," they can shift gears quickly.

Transition time planning results in smoother movement between activities. Keep an eye on the clock and give plenty of warning. Let kids know what's coming next. Acknowledge that it's sometimes hard to leave a pleasurable activity.

Assumption #6

Kids know what behavior we expect.

Not always. Different teachers have different expectations; parents may have different ones, too. Tell them; have them tell you; put them in writing and share with parents.

Assumption #7

Our kids (generally) attend Religious School for at least 7 years.

For a two-day per week program, the actual number of hours is about 90 per year – or the equivalent of three 30-hour weeks of secular school.

PLANNING CALENDAR -- SEPTEMBER 2002 TO JUNE 2003

DATE	TOPIC		HOMEWORK	NOTES
Sept 1	<i>First Day</i> -- Introductions	Class Routines	Roah Hashanah	Erev RH Friday 9/6
Sept 8	<i>2nd Day</i> <i>Rosh HaShanah</i> -- no school			
Sept 15	Music	Yom Kippur	Sukkot	Kol Nidre begins - sundown
Sept 22	<i>Sukkot</i> -- no school			
Sept 29	<i>Simchat Torah</i> -- no school			
Oct 6	Bible Chapter 1		Jewish Symbols	Symbol game
Oct 13	Bible Chapter 2	Music	Name & Family	World map
Oct 20	Bible Chapter 3		Kashruth	
Oct 27	Bible Chapter 4	Music	Brechot	Blessings of Enjoyment
Nov 3	Bible Chapter 5		Jewish Uniform - Tfillin	Guest to demonstrate
Nov 10	Bible Chapter 6	Music	Jewish Uniform -- tallit, Kippah	design t-shirts; Staff Mtg
Nov 17	BIBLE REVIEW DAY			
Nov 24	STUDENT/TEACHER CONFERENCES	Music	Jewish Art	Chanukah 12/1
Dec 1	<i>Thanksgiving Weekend</i> -- no school			
Dec 8	Chanukah Program			
Dec 15	Bible Chapter 7	Music	Tfillah	Report Cards due
Dec 22	<i>Winter Break</i> -- no school			
Dec 29	<i>Winter Break</i> -- no school			
Jan 5	Bible Chapter 8		Kibbud Av v'Em	
Jan 12	Tu B'Shevat Seder	Music	Bal Tashchit	Teacher Workshop
Jan 19	<i>Martin Luther King Weekend</i> -- no school			
Jan 26	Bible Chapter 9		Bikkur Cholim	
Feb 2	Consecration & Family Education Program	Music		Bible Rev Prof -- 3/2
Feb 9	Bible Chapter 10 & 11		Tz'ar Ba'al Chayyim	
Feb 16	<i>President's Weekend</i> -- no school			
Feb 23	Bible Chapter 12	Music	Sh'mirat haLashon	
Mar 2	BIBLE REVIEW DAY			
Mar 9	Bible Chapter 13	Music		Assign DWYP 9
Mar 16	Bible Chapter 14	Purim		DWYP 9 due Purim -- 3/18

Although we take in information through all of our senses, most school learning occurs through our auditory, visual, or kinesthetic (including tactile) channels. For most of us, one or two of these sensory channels (or modalities) are more efficient than the others. Although we want all students to be able to function competently in any modality, we must realize that they learn best when they are operating out of their strongest modality. Therefore, students should be able to work from their strength whenever possible.

Student Style Traits:
Auditory,
Visual,
Kinesthetic

Style	Important characteristics of student of this style	Ways teachers can accommodate students of this style
Auditory	<ul style="list-style-type: none"> • Remember best what they hear and say themselves • Enjoy class discussions • Easily distracted by noise • Need to talk through new learning 	<ul style="list-style-type: none"> • Emphasize directions and important information verbally; let students repeat in their own words; encourage them to study aloud. • Provide opportunities for discussion and group work. • Identify some area as a quiet work space; let students wear earphones with quiet music to drown out other voices. • Encourage oral practice and evaluation activities.
Visual	<ul style="list-style-type: none"> • Remember best what they see • Put information in visual forms • Often write things down or draw pictures to help them understand and remember 	<ul style="list-style-type: none"> • Use visual aids, graphic organizers models, and demonstrations when teaching. • Encourage students to use visual strategies (e.g. webs, pictures, color highlights). • Write important information and directions on chalkboard or overhead projector. • Plan visual practice and evaluation activities.

**Important characteristics of student
Style of this style**

**Ways teachers can accommodate
students of this style**

Kinesthetic
(includes
tactile)

- Remember best what they do and experience
- Have difficulty sitting still for long periods, easily distracted
- Find ways to move in the classroom
- Lose interest when not actively involved

- Use games, role-plays, experiments, and other active strategies often, especially to introduce important concepts.
- Provide activity and variety in class, including short breaks.
- Have students work with materials that require larger muscle movement (e.g., at the chalkboard or with large paper and markers).
- Use hands-on activities and field trips at beginning of new units.
- Plan kinesthetic practice and evaluation activities.

APPENDIX B

MULTIPLE INTELLIGENCES WORKSHEETS

MULTIPLE INTELLIGENCES

The Multiple Intelligence theory suggests that no one set of teaching strategies will work best for all students at all times. All children have different proclivities in the seven intelligences, so any particular strategy is likely to be successful with several students, and yet, not for others. Because of these individual differences among students, teachers are best advised to use a broad range of teaching strategies with their students. As long as instructors shift their intelligence emphasis from presentation to presentation, there will always be a time during the period or day when a student has his or her own highly developed intelligence(s) actively involved in learning.

Key Points in MI Theory

- Each person possesses all seven intelligences - MI theory is not a "type theory" for determining the one intelligence that fits. It is a theory of cognitive functioning, and it proposed that each person has capacities in all seven intelligences.
- Most people can develop each intelligence to an adequate level of competency - although an individual may bewail his deficiencies in a given area and consider his problems innate and intractable, Gardner suggests that virtually everyone has the capacity to develop all seven intelligences to a reasonably high level of performance if given the appropriate encouragement, enrichment, and instruction.
- Intelligences usually work together in complex ways - Gardner points out that each intelligence as described above is actually a "fiction"; that is no intelligence exists by itself in life (except perhaps in very rare instances in savants and brain-injured individuals.) Intelligences are always interacting with each other.
- There are many ways to be intelligent within each category - there is no standard set of attributes that one must have to be considered intelligent in a specific area. Consequently, a person may not be able to read, yet be highly linguistic because he can tell a terrific story or has a large, oral vocabulary. Similarly, a person may be quite awkward on the playing field, yet possess superior bodily-kinesthetic intelligence when she weaves a carpet or creates an inlaid chess table. MI theory emphasizes the rich diversity of ways in which people show their gifts within intelligences as well as between intelligences.

"All students can learn and succeed, but not all on the same day in the same way." - William G. Spady

MULTIPLE INTELLIGENCES: STRATEGIES IN THE CLASSROOM

The following list provides a survey of the techniques and materials that can be employed in teaching through the multiple intelligences.

Linguistic Intelligence

- | | | |
|--|---|--|
| lectures, debates | • | extemporaneous speaking |
| large- and small-group discussions | • | journal keeping |
| books, worksheets, manuals | • | choral reading |
| brainstorming | • | individualized reading |
| writing activities | • | memorizing linguistic facts |
| word games | • | tape recording one's words |
| sharing time | • | using word processors |
| storytelling, speeches, reading to class | • | publishing (e.g., creating class newspapers) |
| talking books and cassettes | • | |

Logical-Mathematical Intelligence

- | | | |
|-------------------------------------|---|---|
| mathematical problems on the board | • | computer programming languages |
| Socratic questioning | • | science thinking |
| scientific demonstrations | • | logical-sequential presentation of subject matter |
| logical problem-solving exercises | • | Piagetian cognitive stretching exercises |
| creating codes | • | Heuristic |
| logic puzzles and games | • | |
| classifications and categorizations | • | |
| quantifications and calculations | • | |

Spatial Intelligence

- | | | |
|------------------------------------|---|--|
| charts, graphs, diagrams, and maps | • | graphic symbols |
| visualization | • | using mind-maps and other visual organizers |
| photography | • | computer graphics software |
| videos, slides, and movies | • | visual awareness activities |
| visual puzzles and mazes | • | optical illusions |
| 3-D construction kits | • | color cues |
| art appreciation | • | telescopes, microscopes, and binoculars |
| imaginative storytelling | • | visual awareness activities |
| picture metaphors | • | draw-and-paint/computer-assisted-design software |
| creative daydreaming | • | picture literacy experiences |
| painting, collage, visual arts | • | |
| idea sketching | • | |
| visual thinking exercises | • | |

Bodily-Kinesthetic Intelligence

- | | | |
|-------------------------|---|---|
| creative movement, mime | • | competitive and cooperative games |
| hands-on thinking | • | physical awareness and relaxation exercises |
| field trips | • | |
| the classroom teacher | • | all hands-on activities |

- crafts
- body maps
- use of kinesthetic imagery
- cooking, gardening, and other "messy" activities
- manipulatives
- virtual reality software
- kinesthetic concepts
- physical education activities
- communicating with body language/ hand signals
- tactile materials and experiences
- body answers

Musical Intelligence

- musical concepts
- singing, humming, whistling
- playing recorded music
- playing live music on instruments
- group singing
- mood music
- music appreciation
- playing percussion instruments
- rhythms, songs, raps, chants
- using background music
- linking old tunes with concepts
- discographies
- creating new melodies for concepts
- listening to inner musical imagery
- music software
- supermemory music

Interpersonal Intelligence

- cooperative groups
- interpersonal interaction
- conflict mediation
- peer teaching
- board games
- cross-age tutoring
- group brainstorming sessions
- peer sharing
- community involvement
- apprenticeships
- simulations
- academic clubs
- interactive software
- parties / social gatherings as context for learning
- people sculpting

Intrapersonal Intelligence

- independent study
- feeling-toned moments
- self-paced instruction
- individualized projects and games
- private spaces for study
- one-minute reflection periods
- interest centers
- personal connections
- options for homework
- choice time
- self-teaching programmed instruction
- exposure to inspirational/ motivational curricula
- self-esteem activities
- journal keeping
- goal setting sessions

Excerpted from Armstrong, Thomas. *Multiple Intelligences in the Classroom*, Alexandria, Virginia, Association for Supervision and Curriculum Development (1994).

“If we are to achieve a richer culture... we must weave one in which each diverse human gift will find a fitting place.” - Margaret Mead

BIBLE REVIEW PROJECT

Chapters 7 - 12

Think about the stories we studied in this unit:

Sodom * Abraham & Isaac * Rebecca *
Esau & Jacob * Jacob Takes Two Wives * Jacob Returns Home

Choose one OR MORE of the stories to work with.

Decide what you want to do.

CHOICES:

Draw some pictures showing what takes place in the story

Write a poem or poems about the story.

Change the story to a modern-day story.

Make a game about the story (either a question-and-answer game or a board game)

Conduct an interview with the main character(s) or a witness to the action.

Build a diorama.

Write a song or rap.

??? -- You tell me

EACH PROJECT MUST INCLUDE THE FOLLOWING INFORMATION:

Your name	}	can be written
The Chapter you based your project on	}	on an index
The names of the main characters involved	}	card and attached
The lesson we learn from the story	}	to your project!

DUE DATE: March 2, 2003

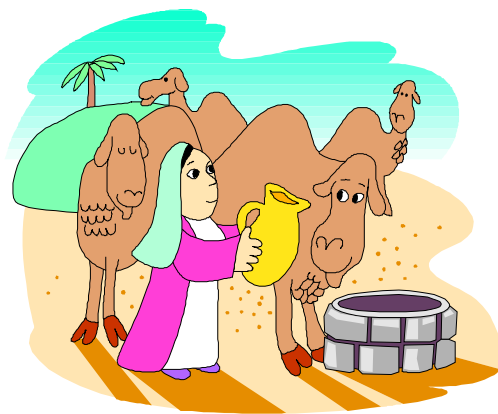
Bring your project to class and be prepared to share it with the rest of the class.

Questions???? Call Mrs. Meyerson at (000) 555-1212 or email Jewishteacher@abc.com

Today's Schedule

10 Shevat/January 18

- 9:45 Shabbat Services -- Room 9
- 10:15 Class Meeting: Attendance, Tzedakah, Mitzvah Notes, Calendar, Review schedule
- 10:30 A Child's Bible Chapter 9 "Rebecca"
Two mitzvot -- hospitality & compassion to animals
How does Rebecca demonstrate each?



With your chaver **read** pp 73-76 & **do** pp 77-79

What does this story teach us?

- Class list --
1. How can we show compassion to animals
 2. How can we demonstrate hospitality

- 11:15 Life Cycle "Tu B'Shevat Seder"
How is it like other sedarim? How is it different?



What one thing did you learn today?

10 Shevat/January 18

Shabbat Bo

Teacher Meeting

9:45 Student services

10:15 **Class Meeting:** Prayer for studying Torah, attendance, teach, mitzvah notes, calendar, review schedule for the day

10:30 A Child's Bible, Chapter 9 "Rebecca" pp 73-79

- How we treat others tells a lot about us
 1. What are some earlier examples of *hachnasat orchim* (hospitality) that we've seen? (Abram & the angels; Lot & the angels)
 2. In addition to *hachnasat orchim*, Rebecca also demonstrates the mitzvah of *tza'ar ba'alei chayyim* (compassion to animals; lit. "pain of living creatures")
 3. As you read, think about how **we** can fulfill this mitzvah.
- Working with a *chaver*, **READ** pages 73-76 & **DO** pages 77-79
- Regroup -- ask: what does this story teach us? How did Rebecca demonstrate each of the mitzvot we talked about earlier? (List answers on board)
- Review answers on pages 77 - 79
- Ask: what are some things we can do to show compassion for animals? Break class into 4 groups -- have each group brainstorm; regroup and write list on board. Post small group lists on bulletin board.

11:15 Life Cycle -- Tu B'shevat Seder

- Background questions: What is tu b'shevat? What does "seder" mean? Are there other holidays that have a seder? What are they? Has anyone ever been to a tu b'shevat seder before?
- Appreciation for nature is an important component of our congregation. Let's turn to the English prayer under "Yotzer" in our siddurim (p.12). **HAVE STUDENTS READ ALOUD AS A GROUP.** What does this prayer mean to you? Does it have any other meanings?
- Distribute "A Seder for Tu B'Shevat." Set out plates with fruit. Pour juice. Say: There are many similarities between this seder and the ones for Pesach and Shabbat. There are also some differences. When we're done, we'll make two lists: One for things that are the same and one for things that are different.
- Have the seder. Have students generate the two lists.

12:10 Clean up; Homework: DWYP 8 due next week. Dismiss. On the way out the door, each student must answer the following question: **What one thing did you learn today?**

If for Teachers

(with apologies to Rudyard Kipling)

or

Model, Model, Model

If we want our students to

treat each other with respect -- we must demonstrate our respect for them and for each other by our words, our actions and our tone of voice;

listen to each other -- we must listen to them;

work cooperatively -- we must eliminate competitiveness in our classroom (including games where there are "winners" and "losers");

accept each other's ideas -- we must encourage them to express their own ideas and accept them;

be prepared for class -- we must be prepared;

be excited about learning -- we must show our excitement with our words, our tone and our body language;

be prompt -- we must get to our classrooms before they do; set up before they arrive; and begin teaching on time;

And when they demonstrate these behaviors, we need to acknowledge that they have done so. Let them know that you've observed them, let the class know, let their parents know, let your colleagues know.

What you're doing speaks so loudly, I can't hear what you're saying.

Oseh Shalom Religious School

Third Grade

September 1999

Mary F. Meyerson, 555-1212

General Information

ATTENDANCE

All students are expected to be on time for class each session. Tardiness and absenteeism will be reflected in the student's grades. If your child has a planned absence, please let me know in advance. Our goal for the year is 85% attendance.

BIRTHDAY CELEBRATIONS

Please let me know in advance if you decide to celebrate your child's birthday with a snack.

BOOKS

Books should be brought to class each week, along with two pencils, a spiral notebook, and a folder. You may want to keep all your Torah School supplies in a separate backpack.

CONSECRATION

This year, we will be participating in a Consecration ceremony to be held on November 23rd.

DISMISSAL PROCEDURES

Students must be picked up from our classroom. For safety reasons, **NO STUDENT WILL BE ALLOWED TO WAIT OUTSIDE.** No student will be released early from class without a note.

FIELD TRIP

A field trip is being planned to the Board of Jewish Education's Discovery Room for one Sunday in December. We expect all students to be present for the field trip.

HAFSUKAH (BREAK TIME)

On Wednesday, students will be allowed a 10-min break. Food may be brought from home or purchased from the vending machines prior to class. There will be no break time on Sunday.

HOMEWORK

Students will have periodic assignments from their weekend class. Additionally, Hebrew reading should be practiced a minimum of 3 times a week, for 10 minutes each time. It is expected that any class work missed due to absences will be made up.

KITAH GIMMEL SIFRIYAH/LIBRARY

Starting in November (Jewish Book Month), we'll

begin the Kitah Gimmel Sifriyah. Those who have returned a signed borrower's contract may check out books.

MARK YOUR CALENDARS

Wed Dec 4 -- Parent/Teacher Conferences
Fri Jan 3 -- Kabbalat Shabbat Program
Sun Feb 9 -- Family Education Program
Wed Mar 12 -- Parent Visit Day

PHONE CALLS

Please feel free to call me at home if you have any questions or concerns. (No Shabbat calls, please.) You may also email me at Jewishteacher@abc.com.

REPORT CARDS

Report cards will be sent home the weeks of December 18th and June 1st. Students will be graded on attendance and participation, as well as content mastered. Any assignments missed because of absence may be made up for partial credit.

SCHOOL HOURS

On weekends, school runs from 10:00 - 12:30. Services begin promptly at 10:00 in room 9 and students are expected to be there on time. On Wednesday, class runs from 4:15 - 6:15.

SHABBAT BASKET

This year, Kitah Gimmel will again circulate the Shabbat Basket for you and your child to experience. Please make sure it comes back the following week so it can go home with the next child. More information will follow.

TZEDAKAH

We will collect each time our class meets.

VOLUNTEERS

Your support makes all the difference! Please take a moment to fill out the attached form.

I'm looking forward to a wonderful year -- we've much to learn together!

~~Mrs. Meyerson

Student/Teacher Assessment Name _____ Date _____

	<u>Usually</u>	<u>Sometimes</u>	<u>Need to Improve</u>	<u>Teacher Comments</u>
I come to school on time & ready to learn.	_____	_____	_____	_____
I bring my books and materials with me.	_____	_____	_____	_____
I do my homework and return it on time.	_____	_____	_____	_____
I listen when my teacher talks.	_____	_____	_____	_____
I listen when my classmates talk.	_____	_____	_____	_____
I participate in class discussions & activities.	_____	_____	_____	_____
I follow directions.	_____	_____	_____	_____
I can identify areas where I need help.	_____	_____	_____	_____
I ask for help when I need it.	_____	_____	_____	_____
I help my classmates when they need help.	_____	_____	_____	_____
I am doing the best work that I can do.	_____	_____	_____	_____
I work cooperatively with my classmates.	_____	_____	_____	_____

When I am absent, I make up my work. _____

Other: