

***How We Learn...***

<b>We are Likely to Remember...</b>	<b>Experience and Learning</b>	<b>NOTES:</b>
10% of what we READ	Reading	
20% of what we HEAR	Hearing Words	
30% of what we SEE	Looking at Pictures	
50% of what we SEE and HEAR	Watching a Movie	
	Looking at an Exhibit	
	Watching a Demonstration	
	Seeing it Done on Location	
70% of what you SAY	Participating in Discussion	
	Giving a Talk	
90% of what we both DO and SAY	Doing a Dramatic Presentation	
	Simulating the Real Experience	
	Doing the Real Things	



## Lesson Plan Template

Name:  
Subject:  
Date:

Objectives/Standards/Goal

Materials

Activities

- Visual
- Auditory
- Kinesthetic

Hook or Attention Graber

Assessments

Home Learning

Comments, Questions, Concerns

**Online Resources for:  
Lesson Planning, Worksheets, Classroom Management and More!**

[www.teachersnetwork.org](http://www.teachersnetwork.org)

<http://edhelper.com/>

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

[http://teach-nology.com/teachers/lesson\\_plans/](http://teach-nology.com/teachers/lesson_plans/)

<http://www.eduref.org/Virtual/Lessons/>

<http://www.teachersfirst.com/index.cfm>

<http://www.education-world.com/>

<http://www.theteacherscorner.net/>

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

[www.teachingtips.com](http://www.teachingtips.com)

[www.nea.org](http://www.nea.org)

**Sample Lesson Plan**  
**Grade Levels 3-7**  
**Subject Areas: Language Arts**

**Standard:** Students will write using descriptive language which appeals to the senses.

**Goal:** Students will be able to identify and use metaphors and similes in poetry.

**Objective:** Students will use similes and metaphors when writing a poem contrasting the inside and outside of a piece of fruit.

**Materials needed:** a variety of cut up fruit (apple, strawberry, orange, lime, peach, etc.)

**Anticipatory set:** Display the fruit on a checkered tablecloth and ask students, "How can I use a piece of fruit to create a poem?"

**Procedure:** Using the overhead projector, the teacher guides students through the writing process, modeling what students will later do independently. The teacher chooses a piece of fruit, for example a strawberry, and writes the following: On the outside ..." S/he asks for students to suggest metaphors and/or similes for the texture. "On the outside the strawberry is rough, like the life of the farm worker who toils all day, bent in the fields." Next, the teacher asks for students to suggest metaphors/similes for the color and shape of the outside of the strawberry. "The strawberry is an oval, like a prickly red planet, or a giant tear drop." After brainstorming similes and metaphors for the outside of the fruit, the teacher asks for sensory images concerning the inside. "On the inside the strawberry is ..." S/he asks the students to suggest metaphors for the texture, color and scent of the inside of the strawberry. Students might respond, "On the inside the strawberry is a tunnel to summer, a heart ready for romance, the blush of a young girl's face." The teacher then asks for students to use a simile to describe the scent. "On the inside the strawberry smells like honeysuckle nights, like the forest after a gentle rain." Finally, the teacher can suggest a phrase to end the poem, "Taste the strawberry and ..." Or "One bite of the strawberry and you are ..." Students can fill in the sentence with their own imagery.

After the teacher models the writing, students chose their own piece of fruit and write an outside/inside poem independently. They can use the sentence starters on the transparency but should come up with their own imagery.

**Assessment:** The poems can be scored on a rubric with the top score indicating the student has used at least three vivid metaphors and/or similes to describe the outside, and three vivid metaphors/and or similes to describe the inside of the fruit.

**Homework:** Students write an outside/inside poem about themselves, contrasting the way others see them with the way they really are.

**Sample Lesson Plan**  
**Grade Levels 3-5**  
**Subject Areas: Mathematics and Problem Solving**

Standard / Objective(s): students use a variety of strategies to solve problems; students use algebraic expressions to solve problems; students learn to think mathematically and explain multiple paths to solve a problem.

Materials:

- *Math Curse* by John Scieszka and Lane Smith
- Coins: pennies, quarters
- Currency: one and five dollar bills
- White boards and markers or math journal

Hook: Teacher passes around the classroom a one and five dollar bill along with a penny and a quarter. [kinesthetic/tactile]

Activities:

Teacher begins a group discussion asking: [auditory]

Who likes money? Who has ever looked at coins and currency carefully?

Can you name the presidents who appear on a penny, nickel, dime and quarter; who is pictured on a one, five, ten, twenty, fifty and C-note?

Explain how today's story is going to pose a problem to be solved based on presidents and money!

Read the book aloud, and stop on the page picturing Lincoln and Washington.

Answer the True and False question in the text box. Illustrate the first sentence on the board or call on a student volunteer to do so. [visual]

Let students explain and demonstrate the following:

- |                               |                |
|-------------------------------|----------------|
| a. 1 Washington = 25 Lincolns | c. $w = 100 L$ |
| b. 5 Washingtons = 1 Lincoln  | d. $L = 20w$   |

Spend time letting students come up with their own number sentences, using algebraic expressions to denote each number sentence, for example:

$$w = 25 l \qquad 5w = 1 \qquad w = 100 (l) \qquad l = 20w$$

The problem solving strategy of drawing a picture can be demonstrated.

Assessment: Teacher Observation

Home Learning: Using any coin or currency, design four problems illustrating equations and algebraic expressions. Have fun!

Extension: Use the poem "Smart" by Shel Silverstein to keep a running total of the journey a child's money takes, from the beginning to the end of the poem.



## **FUNDRAISING101**

### **Start Fundraising Now!!**

**Be sure to reference the Fundraising Tip Sheet on back.**

The fundraising period will extend through the December for the Victory Party.  
All funds raised **MUST** be turned in at the Victory Party or in person before-hand.

#### **Collect Donations with your Personalized Fundraising Page**

- ☆ **Personalize a fundraising page** (The Ed Fund has already done most of the work for you!). It only takes 5 minutes.
  1. Go to <http://www.educationfund.org/programs/greatamericanteachathon/>.
  2. Click on **Create an Online Donation Page**.
  3. On the next screen Click on **Get Started**.
  4. On the Event selection screen click **The Education Fund's 2009 Teach-A-Thon Campaign**.
  5. Enter your email address. Enter your established Firstgiving password **or** choose **I'm new to this site**. Then click **Continue**.
  6. If new to the site, enter your information and click **Continue**.
  7. Create your own page. Personalize all yellow areas or keep them as is. Add your name or team name to the web address at top. You can upload a picture of either your classroom (ask your teacher), your team picture, or your company logo. Pick a fundraising target goal. **Aim high!** Compose a thank you note that goes to your donors. Click **Continue**.
  8. Review your site- Click **I want to change something or I am happy**.
  9. You can now start sending out email solicitations to your friends, family and colleagues. Bookmark this page.
- ☆ You will be able to easily email the link for your fundraising homepage to all the contacts in your address book.
- ☆ Your friends, family and co-workers can make their donations right there on-line using MasterCard or Visa.
- ☆ You can also enter your pledges manually if you choose to use the traditional pledge form (see below). In this case, you will be able to easily keep track of your fundraising goal.
- ☆ All online donors will receive a thank you letter for their which confirms their tax-deductible donation.

#### **Collect Traditional Pledges like Cash or Checks**

- ☆ You will be sent a traditional pledge form for face-to-face solicitations. Please fill them out completely when you get cash or checks. Credit card donations must be submitted via your personal fundraising page (see above) directly so your donor can get tax credit.
- ☆ Checks are made payable to The Education Fund
- ☆ You **must** convert all cash donations into a check or money order payable to The Education Fund. Please deposit your cash donations and submit a check or money order on your donor's behalf.
- ☆ Please do not have your contributors send donations directly to The Education Fund. They should submit them directly to you and then you can send them in to The Education Fund.

#### **Fundraising Goals**

- ☆ Keep in mind that 50% of the funds raised will be divided up between all of the teachers and the funds will go directly to the teacher's classrooms. The other 50% will go back to The Education Fund, so they can continue to develop and implement innovative programs to help Miami-Dade public schools.

#### **Fine Print**

- ☆ The Education Fund is a 501(c) 3 organization, and thus, donations are taxable as allowable by law. Donors providing contributions of \$250 or more are required to obtain a letter of receipt from The Education Fund. A letter of receipt will automatically be provided by The Education Fund for these donors upon receipt of the contribution.



## Fundraising Tip Sheet

- ☆ **Talk about the Teach-A-Thon everyday!** The more you talk about and share our message, the more successful your fundraising will be.
- ☆ **Social Networking gets your message out faster than anything else.** Share what you are doing with your Friends list. Ask about the teachers that made an impact on them and for your friends to donate in honor of that teacher. Provide a link to your fundraising page.
- ☆ **Use your own e-mail as well as any e-mail capabilities associated with on-line fundraising programs.** Cut and paste your fundraising web address into your personal email. You can set up groups, and some of your potential donors may feel more comfortable opening an e-mail from an e-mail address that they are accustomed to. Don't forget your friends and family abroad; friends, family, and colleagues can give from anywhere.
- ☆ **Use your e-mail signature as another way to communicate.** Change your e-mail auto-signature at work and/or at home; after your name and title, etc., add a line at the bottom including the address of your fundraising Web page. This addition will raise awareness of your efforts and ensure that every e-mail you send out could prompt a possible donation.
- ☆ **Make sure you've left no donor stone unturned.** Check that you've e-mailed all groups of potential supporters. Apart from friends and family, these might be colleagues, former colleagues, college friends; fellow members of church/clubs/PTA. Encourage them to pass the message on to anyone else who might support your chosen charity.
- ☆ **Keep in touch with your donors.** Send an e-mail update on your progress. It's a nice reminder for those who have already supported your efforts and a nudge for those who haven't contributed yet. People mean to donate, but sometimes they don't quite get around to it on the first request! Successful Champions tell us staying in touch works well.
- ☆ **Leave your message wherever you go.** Put a notice up in your gym, church, college, children's school, etc. Include the link to your fundraising page and/or your organization's Web site.
- ☆ **Work your own company (if permitted).** Ask to be on your company's Web site! See if your company would be prepared to add your fundraising site to its public Web site or private company intranet. Many companies like to promote the charitable and public-spirited efforts of their staff, and you could get a lot of extra donations from this. Some companies may even offer a "matching gift" program, where they match any amounts you raise, helping you reach your target even faster.
- ☆ **Promote yourself.** Make the most of your efforts for press releases and other publicity. This is great if you managed to get some publicity for your efforts in a local paper or radio station. Local media are often starved for content and would be glad to talk to you. For example, walking in the shoes of a teacher is no easy feat, and local papers do like to tell the public that people are volunteering for a good cause. The Education Fund would love to know about your efforts.
- ☆ **Set the bar high!** Collect donations from friends or family who are willing to set the bar high with larger donations. This will help encourage others to match the highest donors.



## **Teach-A-Thon Nuts and Bolts for Teacher Champions**

### **Working With Your Teacher**

- Call your teacher as much as you need/want to – for some this may be 2-3 times prior to your teaching day; others may be in communication with their teacher weekly. We highly recommend that you speak with your teacher once before October 15th if at all possible.
- Remember teachers teach during the day. You are welcome to call the school during the day and see if your teacher is available. We recommend calling your teacher at home or on their cell phone in the late afternoon or evening (or even on the weekend). Please be persistent. Messages left at schools, or even at home, can get misplaced. The teachers want to talk to you and help you get ready – they applied to participate in this program!
- Email: Teachers use email less than folks who are in front of a computer all day, but if you can't reach your teacher by phone after a few tries, do email them.
- When you talk to your teacher, ask about the class. Questions may include:
  - How many students are in the class? How old are the students?
  - What does the classroom look like? Do students sit at desks or tables?
  - What subjects and achievement levels do you teach?
  - Can you tell me more about the students?(The lesson plan section below may give you ideas for more questions to ask)
- Remember you want to get information that will be useful for knowing how to address your audience (i.e. the students).

### **Your Lesson**

- A lesson plan is a written guide for delivering a classroom lesson. It includes all the details required for the lesson. It tells what you want the students to learn (learning objectives), it lists materials to be used, it outlines the information to be covered, includes the amount of time needed, etc. It is similar to a detailed outline for a business presentation.
- Ask your teacher to see some examples of their lesson plans.
- Decide with your teacher how long your lesson will be (60-90 minutes?).
- You need to discuss, with your teacher, when during the day you plan to teach because the time of the day may influence what subject or topic is appropriate. Most Teacher Champions found teaching in the morning worked well, however, each team needs to decide what is best for them and then discuss it with their teacher.
- Be sure to reference the Online Resource Sheet (attached) for ideas, lesson plan examples, suggested materials, and printable worksheets.
- Ask your teacher what the students are taught at this time of the year; what to expect from their learning level (are they above/below/or at the correct achieving level); what would be age appropriate materials; how long the lesson should be; and what materials are available in the classroom.
- Selecting your lesson topic:
  - You need to fit your topic into the class you are teaching. In grades K-5, the teacher often covers all the subjects, so your lesson could fit into almost any subject. In middle or high school, you should be expected to be assigned to a class that covers a certain subject.
  - When choosing a topic, even within a subject area, think about your hobbies and interests. For example, if you like baseball and are assigned to an American history class, you might teach history through baseball. If you like shopping for cars and are in math class, you might have students learn about calculating interest. Or, you may choose to teach a skill that helped you move forward in your career (teach the students how to interview and be interviewed).

- Selecting your lesson topic (continued):
  - ASK YOUR TEACHER for ideas.
- Make sure that your lesson plan includes different activities so you meet the needs of different types of learners. Some students learn by hearing a lecture, some by seeing the materials written on the board, but most learn by doing and/or discussing.
- Make sure your teacher approves of your lesson topic and lesson plan components (involve them in the entire process).

### Designing and Developing Materials

- Ask your teacher for materials that would be appropriate for your lesson and activities that would compliment the lesson topic. Find out what is available in the classroom.
- Consider what materials students will need (paper, journals, poster board) and be sure that these will be available. Consider if you'll need special equipment such as an overhead projector or computer.
- You may need to generate your own materials to support your great ideas.
- Possible supplies needed: scissors, art supplies, note cards, magazines, story books, worksheets, games/puzzles, map, rulers, calculators, encyclopedias, dictionaries, poster board, glue
- Examples of materials used last year: paper to make airplanes for a lesson on physics; items from Publix for a lesson on budgeting; monopoly money for a lesson on money; etc.

### Classroom Management

- Be sure to introduce yourself to the class and tell them a little about yourself.
- Students learn more when they identify with the teacher (in this case, YOU).
- Make sure to tell the students at the start of the class what they will be doing – i.e. give an outline of the lesson. This especially helps if you are planning an activity but giving a lecture or instructions first. Knowing they will have an activity later encourages them to listen first.
- Keep an eye on your time. We recommend you bring a watch. If one part starts taking more time, decide if you want to wrap it up and move to the next part.
- You and your partner will be team teaching. We recommend dividing the teaching agenda into sections/times with one partner explaining the first part and the other acting as an assistant and then changing roles for the next section/time period. You should discuss team teaching strategies with your teacher.
- Decide if and when you want to allow questions. If you allow too many questions, you may run out of time. Know that some students will continue to ask questions until YOU end the questioning.
- Your teacher will be in the classroom the entire time, so feel free to have him or her help you!
- We have not had disruptive student behavior in the past, but if it were to occur, the teacher will handle it.
- The students are prepped for your lesson and SO EXCITED to have a visitor – so have FUN!

### Miscellaneous Information

- Try to plan a brief classroom visit in advance, if possible.
- Get directions to your school.
- Be sure to remember your lesson plan and all materials on your teaching day.
- Report to the main office upon arrival to your school on THURSDAY, NOVEMBER 19<sup>th</sup>.
- In a future communication, you will receive a letter from The Education Fund with an attached School District e-brief outlining your visit to the school. The principal will be aware that you are coming, however **please bring the letter and attached e-brief** on your teaching day in case there are any questions.
- Bring a photo ID with you on your teaching day.