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Introduction.

My name is Olena Dmytriieva, I am a teacher from Ukraine. I came to the US as a participant of TEA Program (Excellence in Teaching Achievement). It’s a great honor for me to be at George Mason University to learn about American Education System as well as new methodologies and strategies in teaching. I want to unite knowledge with students’ confidence, make my lessons more communicative and true to life. It might sound too bold, but I feel the future of my country depends on me in some way, as it depends on my students. I can change their conception of the world step by step and inspire them to open new doors of interests. There is a saying that good leaders are born, but I think there is at least one talented teacher behind each of them, who recognized and fostered their abilities.

My goal is to complete the study at GMU, which will provide me with the necessary knowledge, enhance my capabilities, give new experience and make my work more enjoyable. On coming back home I will be well equipped to inspire my colleagues with enthusiasm, help more to young teachers and perform my duties with excellence. My firm confidence is that I should not stop on my way, as the most exciting events in my life are still ahead. Dream deep... No matter how old we are, we all need to have dreams. Because if we don’t have any, how can our dreams come true?
George Mason University Seminars.

Seminars on Professional Development and Change: Reflective Practice and Portfolio Development.

Instructor: Dr. Sherry Steeley

Research on teacher professional development consistently demonstrates that reflective practice is critical to meaningful growth and change. The first seminar began with an examination of professional identity and change agency, with reflection on educational and administrative structures and systems in different countries. During these seminars all participants did lesson plans, learned different teaching strategies and techniques and gladly shared their experience.

Schedule and Syllabus.

1. Overview of Seminar Goals.
2. The Role of Reflective Practice; Tools of Reflection and Cultural Differences.
3. Introduction to Portfolios and Professional Development.
4. Portfolio Goals and Purposes: Participant Goals and frameworks and technology.
5. Lesson Planning: a tool for learner centered - pedagogy.
8. Learning Strategies and Student Metacognition - Cultural applications and differences.
12. Finalizing Portfolio Presentations.
Instructor: Nora Elbilawi

Course description:

This seminar course is designed according to three important educational pills: Research, Methods and Assessment. The first pillar is to encouraging the idea of teacher as a researcher; we all identified questions on prime topics around brain – compatible learning and teaching practices. This leads us to the second pillar of the course that is implementing differentiated methods and lessons to English Language Learners (ELL) while developing students’ language ability.

The aim of this course was to teach us how to create and sustain teaching throughout a five-day plan of activities using brain – compatible strategies and assessment practices. The third pillar is assessing students’ understanding. Important terms and concepts this course emphasizes on are: brain – compatible research and outcomes, differentiated instructions, teaching methods, lesson plans and authentic assessment of students’ learning. Now I know all eight different types of intelligence, and I am going to adjust my teaching methods to match my students’ types of learning.

Teaching Schedule

1. Introduction to course and syllabus discussion.
2. Brain – Compatible Teaching and Learning.
3. Using differentiated methods and instructions.
4. ESL Methods and Instructions.
5. Developing brain – based lesson plans.
7. Authentic assessment.
8. Authentic assessment.
9. Assessment tools.
10. Assessment tools.
11. Final project discussion.

Integrated curriculum

“When we try to pick out anything by itself, we find it hitched to everything else in the universe.”

Muir, 1944.

**What is Integrated Curriculum?**

Integrated curriculum is an educational approach that prepares children for lifelong learning.

There are lots of definitions, but all teachers agree on:

- A combination of subjects
- An emphasis on projects
- Sources that go beyond textbooks
- Relationships among concepts
- Thematic unit as organizing principle
- Flexible schedules.
What are Integrated Curriculum benefits?

- Develops the child’s ability to transfer his learning to other settings
- Leads to faster retrieval of information
- Leads to a more integrated knowledge base
- Promotes positive attitudes in students
- Provides for more quality time for curriculum exploration

The real world does not divide our day into math, reading, science, social studies, physical education, etc. Integration is around everywhere in society and in nature. Most contemporary jobs require integration of different skills. In traditional schools, students are given a set of facts, asked to memorize them, but then are not given the opportunity to apply them in a way that is applicable to life outside school.

Integrated curriculum crosses disciplinary lines and can serve as a powerful aspect of school approach to learning, although development of this curriculum may be more time-consuming than traditional methods of teaching, the benefits to students are great. Students get a broader understanding of material and apply what they learn to real-life situations.

In time students will see for themselves how things fit together. We have to move away from isolated facts towards a more constructive way of learning which values in-depth knowledge of subjects. Of course, every brain as every student is unique and has his own types of intelligence. To meet these diverse needs means providing choice for students. Learning is best accomplished when information is presented in meaningful patterns which can’t be done without interdisciplinary studies. The ability to make connections, to solve problems by looking at multiple perspectives and to incorporate information from different fields will be very important for students’ success in future. The areas of integration can be different: art, math, history, science, literature, social studies, etc. The brain learns more in real life. The more connections made by brain the greater the opportunity for making high level inference.

There is a strong push to involve students into their own understanding, to encourage critical thinking and to increase students’ responsibility in schooling. Integrated curriculum translates this theory into practice.
Disciplines were created in an attempt to organize the world around them. Now more and more educators think it's the best way to teach. Rather than separating knowledge into discrete portions, the brain creates a complex web of information that recognizes patterns. Moreover, learning within a known context or experience helps the brain remember information more effectively. In fact, the physical structure of brain changes as a result of experience and it grows and develops more in an interactive environment. Integrated curriculum is a way to capitalize on these exciting features of human brain and work with rather than counter to its natural function.

When I was in Poe school I had a chance to look through students’ textbooks. I think that Math textbook can be a good example of integrated curriculum. Here is an example:

“In this chapter you will learn about geometric measurements as it applies to the real world. House painters, gardeners, landscapers, dressmakers, engineers and park directors are people who need to use measurements in their work. If you wanted to put a fence around the picnic space, how much fencing would you need?”

My students love doing work on projects. It takes a lot of time, but it’s worth doing, because it’s some bridge between school and real life. Children must be taken out of their classrooms into a real world situations. We don’t have to have a comprehensive program to start integrated curriculum. We can start with simple activities, talk to our colleagues who might be interested, find out what they are teaching and when. It will be beneficial not only for students but for teachers as well.

http://www.archeworks.org
http://www.suzysred.com/integratedcurriculum.html
http://nde.state.me.us
**Educational Leadership**

This seminar gave me a chance to explore meanings of leadership in schools, the role of a leader in school change and restricting and ways school leaders make sense of school organization. We spoke about great leaders and the roles they played in history. We engaged in lots of learning activities, worked individually and in groups to develop strategies for addressing organizational problems or challenges. We learned about Factors in Managing Complex Change. We applied skills, knowledge and dispositions gained to the analysis of case studies and in role – playing exercises involving leadership behavior and school change.

Instructors: Dr. Farnoosh Shahrokhi and Dr. Beverly Woody.

**Schedule**

2. Life Styles Inventory.
3. Theory of Multiple Intelligence (MI).
4. MI: Curriculum Development and Teaching.
6. Understanding Change and Relationships.
10. Culminating Project.
My self – improvement plan.

Step 1. Primary dependent 5 o’clock position.
Backup oppositional 7 o’clock position

Step 2. The style I have chosen to work on is dependent (5 o’clock position).

My score means I am easily influenced and sometimes feel helpless. I have a lack of self – respect, not always make decisions and care too much what others think of me.

Step 3. When I was a child I was very close with my father. When I grew older I was still seeking his approval, it was like feeling more protected. I still have a desire to be considered “a good daughter”

Step 4. I avoid responsibility in some way and think too much what others think of me. Dependent position makes me vulnerable.

Step 5. My life would definitely be different. I would love myself more, trust my instincts and have more confidence.

The negative consequence might be that not all my friends will be happy about that, as I have always been sensitive to their needs. When they ask me about something I just can’t say “No”.

You are more concerned what others think. It’s more important what you think of yourself.
A passive attitude. An active life position.
Feeling of helplessness. Belief in your strength.
Being easily influenced. Hardly influenced by others.

Step 7. I would like not to be so attached to the past and less on expectations. I would also like to discover my own values and depend on myself, because we can’t develop our self – worth through others alone.

Step 8. There are some barriers to making this change, the greatest of which is my laziness.
Culminating Project.

As a result of Leadership classes I know that my leadership styles are: democratic and coaching and I need to include two more of the successful leadership styles, which are: authoritative and Affiliative. Schools are really beginning to discover that new ideas, knowledge, creation and sharing are essential to solving learning problems in a rapidly changing society.

My moral purpose is: successful life in the community through a community–based learning approach.

I have some leadership abilities, but I lack some management qualities. Of course I can neither solve nor manage numerous problems in my school, but I can “mobilize people to tackle some problems” /Heifetz/. Now I have more understanding of the change process. Moral purpose without understanding does not lead anywhere. I need to appreciate early difficulties (which is not easy to do), and there definitely will be some resistance. I have to strengthen my relationships with colleagues, students and their parents. I am glad that now I have not only experience, but knowledge as well, that needs to be shared on my coming back home. We live in a society in which every day brings something new, and we can’t spend our life behind a high fence any more. As a leader I am going to seek coherence in future. One of my weak spots is lack of patience. I know the process of changing is time – consuming, but I am often in a hurry to see the change with my own eyes.

Before coming to the US I was just a leader in my school, now I am going to be a good one, who will foster good leadership at other levels. I will increase my effectiveness only if I continually work on five components of leadership: moral purpose, understand the change process, develop relationships, foster knowledge building and strive for coherence with all my enthusiasm. I am 100% sure the benefits will be great.

I was very surprised to learn that all effective leaders are driven by both self–centred and unselfish motives. Sober and Wilson call it “motivation pluralism, which is the view that we have both egoistic and altruistic ultimate desires.” I can’t plan to be more moral in my pursuit,
it will come naturally. But what I can do is to make a Personal Leadership Action Plan. Moral purpose can’t be just started, it must be accompanied by strategies for realizing it. I agree that Leadership is more not about creating a sense of purpose and direction, it’s more about “getting alignment and inspiring people to achieve.” (Sir Michael Bichard) it’s important to make people feel related to success. That makes them feel better and that’s what they want to be.

For me as a teacher it’s very important to stretch students’ mind, give them the ability to learn, observe and think critically. So, the level of personalization must be very high. I can achieve my goal only with the help of co-thinkers. Some old teachers support my ideas, but they often say:“ I am retiring soon.” So the young teachers (who make 60% of our staff) are more receptive. I made a survey with young teachers and found out that the hardest things for them to deal with are: discipline, making students concentrate on new topics, work with parents, lack of understanding with colleagues, absence of coordination between Student’s books and Programs, etc. Young teachers have neither experience nor enough authority. But they have some advantages: they are more enthusiastic and they don’t need to be re-educated, they just need to be taught how to work effectively from the beginning. Every lesson is a part of a child’s life. It has to be a step forward not only in getting knowledge, but self – confidence, dignity and respect. When young teachers are left alone, their desire to work disappears. In some ways universities teach to work only with average students, but what about bright and weak ones? To attract young teachers to school is not easy, but ours are there already. So, my mission is to make them stay in our school.

**My Personal Leadership Action Plan.**

1. In the second term our school Methodological Society is planning to hold some seminars, and I am going to hold two of them, which are:
“The Art of being a teacher”, “Increase your success”. I also want to suggest one more topic: “Breakthrough in pedagogy. Multiple Intelligences” (Gardner).

2. Weekly Master Classes for Young Teachers.
4. Develop Transition Programs for classes 5, 9.
5. Attending different events organized by the District Education Authority.
6. Participation in Mentorship Programs.
7. Create a School Net – Classroom Internet Projects.
8. On the basis of our school create Regional Centre of Mentorship.

We need to provide our students with the education and support services they need to become successful and contributing members of our society, to ensure that our graduates become productive citizens prepared for economic success.
US Culture.

Instructor: Cara Bremmen

I liked these classes very much, because we did lots of activities. My favourite are: Just like me, Think – pair – share, List – Group – Label, 3-2-1 Reflection and others.

Internship.

I had a chance to see two American schools from the inside. The first school Rockville High School in Maryland. The IB Diploma Programme is currently offered by more than 1000 schools in 108 countries worldwide, and Rockville School is one of them. The International Baccalaureate Organization’s Diploma Programme, created in 1968, is designed for highly motivated students. The Programme has earned a reputation for rigorous assessment, giving IB diploma holders access to the world’s leading universities. The Diploma Programme is criterion based – each student’s performance is measured against well defined levels of achievement. Grades reflect attainment of knowledge and skills relative to set standards that are applied equally to IB schools. Diploma candidates select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), representing 240 hours of instruction. The other courses are taken at standard level (SL), representing 150 hours of instruction. I observed the lessons: English, English Literature and Science. The students I talked with are highly motivated and they are very proud of their school. It seems like it’s a dream of every single child to be in such an environment.

The school where I went twice a week is called Poe Middle School.

Edgar Allan Poe Middle School is authorized by the International Baccalaureate Organization to deliver the IB Middle Years Program. The MYP designed for students aged 11-16, spanning grades 6-10. Poe offers this program in partnership with Holmes Middle School and Annandale High School.

The Middle Years Program aims to support the development of students who:
Are independent learners
Understand how learning connects to the larger world
Communicate in a variety of ways
Learn about issues related to health, community, the environment and responsible citizenship
In order to work towards achieving these aims, all Middle Years Programs are developed through the fundamental concepts of Holistic Learning, Communication and Intercultural Awareness.

The IB Middle Years Program provides students with a balanced curriculum. Each year of the program, students are required to take each of the 8 subjects in the MYP curriculum model. All students are enrolled in Humanities, Science, Math, Physical Education and Language A, the Language Arts/English class. Language B is a Foreign Language class that we offer as an elective. The Fine Arts include drama, chorus, visual art, band and orchestra. At Poe, we are able to provide all 8 subjects by integrating Technology instruction in all other subject areas.

The Areas of Interaction are the organizational structure for making connections in the Middle Years Program. The Areas of Interaction are embedded in each of the subjects the students are learning.

International Baccalaureate Organization Mission

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

In 1960, when Poe Intermediate School opened, the population of Fairfax County was 245,897 and the Capital Beltway had not yet been completed.

Poe's student population expanded from 1023 in 1961 to over 1400 students in 1966. The first addition to Poe opened for the 1966 school year adding the seventh grade hall, back gym and associated classrooms.
By the 1987-1988 school year Poe's student population had declined to 470. Barbara Nissen campaigned to add an ESL program at Poe in an effort to increase our student population.

Sixth grade joined Poe in September 1991 adding 233 students increasing our population to 759. The addition of the sixth grade prevented the school from closing. We became Poe Middle School during 1991-1992 school year.

The renovation that added the sixth, seventh and eighth grade pods began in 1995.
Assessment is more effective when it reflects an understanding of learning. Learning is a complex process. It entails not only what students know, but what they can do with what they know, it involves not only their abilities, but values, attitudes and habits of mind. Academic success is as important as performance beyond classroom.

Assessment works best when it is clear and simple. My mentor likes oral interviews - individual and in pairs. Sometimes interviews grow into discussions and conversations. Before the interview students are given a list of questions. To make sure all students understand the questions correctly the teacher asks one of them to explain the task in Spanish. I asked the teacher how she knows the student gives the right explanation and she said she knows some Spanish (the first language of majority of her students), which helps her a lot in her work. The question tasks are quite simple and appropriate for the students' language level. Here are some of them:

- How many brothers and sisters do you have?
- Do you like our school?, etc.

Asking simple information is important. Assessment is a goal – oriented process. It works best when it is ongoing, not episodic. It recognizes the value of information. But to be useful information has to be connected with what the people care about. The point of any assessment is not to gather data, it’s about gathering and interpreting of data, that helps continuous improvement.

All children like games. The students learn and have fun at the same time. My mentor often has a Matching Game and a Concentration Game in her ESOL classes. The goal of Matching Game is to flip over all the cards in as few turns as possible. In Concentration Game children have to remove all cards from the display as fast as they can. Flash Card exercise is often done in class as well, it is a good Spanish – English Vocabulary drill. Unfortunately classroom assessment of vocabulary is typically checked by asking for definition. But there is a great number of other ways of assessing vocabulary, for example: applying concepts to a variety of contexts, recognizing and generating attributes, examples and nonexamples, sensing and inferring relationships and generating novel contexts. I am going to use them at my lessons, because they not only help to memorize the meaning of words, they students understand them better, which is not the same.

Reading can be challenging for many students. Knowing just the vocabulary is not enough. There are different ways teachers can assess reading comprehension in the content areas. In the classes which I attended students were asked to display written notes on the reading, sometimes they did close tests. It’s always a great temptation for me to correct the students when I hear them pronounce the words wrong while reading or speaking. But if children are asked to correct their classmate it works much better. Using Word Wall is helpful as well, as you have all new words displayed on the wall. I have not used it before in my class, but now I will definitely do it, because it’s so easy and all the words are in front of children’s eyes.
Special Development Topics.

Dr. Rebecca Fox: Professional Development Portfolios and Reflective Practice.

Dr. Bev Shaklee: Ability and International Education.

Dr. Marjorie Haley: Multiple Intelligences.

Dr. Chris Johnston: International Cases for Instructional Improvement.

Dr. Alan Sturrock: Education Leadership in 21-st century.
Lesson plan # 1.

(English as a second language)

Teacher: Olena Dmytrieva School #17 Odessa, Ukraine

Grade: 9 Proficiency Level: Intermediate Program model: pull out

Content: English

Planning phase

As a result of this lesson, students will be able to:

1. Draw conclusions both orally and in writing about how our meal influences our health.
2. Learn about the importance of a balanced diet.
3. Increase their knowledge of the nutritional and physical activity.
4. Create a food diary to record one week’s worth of meals and analyze it.
5. Promote healthy lifestyle.

Vocabulary: carbohydrate, calorie, diet, fat, nutrition, vitamins, proteins.

Materials: posters, flashcards, video

Lesson Outline

Content: Healthy living for teenagers.


www.mon.gov.ua

Teaching phase sequence.

Warm - Up Activity.

Watching the video with adverts of cereals and juices.

Transition. Students are asked to remember what they had for breakfast in the morning. Individual work.

Activities.

Activity 1. Journal writing and reading. Students are asked to make a menu for lunch. They are allowed to use dictionaries. Pair work.

Activity 2. Mind mapping. How can meal be cooked? Small group work.
Lesson plan # 2.

Teaching phase sequence.

Warm – Up Activity.

Vocabulary game. The class is split into 2 groups, each group picks its representative. Team gives clues about the vocabulary word, the representative tries to guess what a vocabulary word is. This helps the students expand their vocabulary and review vocabulary words. They learn about the vocabulary words in a fun way and each student contributes their knowledge.

Transition.

Students answer the question on the blackboard:

“To what extent are you a healthy eater?”

Activities

Activity 1. Sharing the recipe. Pair work.


Have each student go to: www.mypyramid.gov

They fill in the form and create a personalized My Pyramid Plan Page. Individual work.

Activity 3. Reading the food recommendations. Entire class.


Activity 5. Explore the rest of My pyramid site which offers tips and suggestions for putting the guidelines to use. Individual work.

Differentiated Instruction

Starting Up and Beginning. Students can do Activity 1 and 4.

Developing. Students can do Activities 1-3.

Expanding and Bridging do Activities 1-5.

Assessment.

Students describe the elements of My pyramid, explain the importance of Balanced nutrition with physical activity, use My Pyramid website to create the Personal Nutritional Plan, keep a complete food diary, write a report containing all the requested information.

Closure.
Lesson plan #3.

Teaching Phase Sequence.

Warm-Up Activity. Entire class discussion. How do mothers care about their families’ nutrition?”

Transition. Giving opinion. “Is our health inherited or acquired?”

Activities.

The class is split into 3 groups. All students have to be structured and given subtasks. They need to know exactly what they are expected to do.

Group 1. Research on the Internet and educational encyclopedias. “Determinants of health”.

Recommended websites:

Group 2. Students conduct a survey on physical health. The teacher gives students Question samples: “Do you consider yourself to be physically active?”, “What is your secret of keeping fit?”, etc.

Group 3. Create a briefing Powerpoint Presentation “Health is the greatest treasure”. The teacher and students discuss the skeleton of the presentation. Two students do Introduction and Conclusion, two others do Sections 1-3.

Differentiated Instruction. Students collect data, present their revival strategy and establish goals that will lead to a healthier lifestyle.

Assessment is informal and based on classroom participation. The teacher observes students’ work in groups and gives them guidelines.

Closure. Collaborative Projects provide students opportunities to engage in authentic tasks that foster negotiation, compromise, coordination and time management skills.

Homework.

Group 1. Finish the research “Determinants of health”.

Group 2. Each student has to ask 5 more questions to contribute the group survey. The questions have to be in Present and Past Simple tense.

Group 3. The Powerpoint Presentation.
Lesson plan # 4.

A field trip to the gym.

Objectives:

1. For students to experience physical activity outside a school setting.
2. Present opportunities to students that the classroom can’t offer.
3. Learn team work.
4. Expand action-oriented vocabulary.

Materials: Change of gym clothes.

Warm-Up Activity.

A game with a ball.

Transition. The students first get training from an instructor on how to use the equipment. They have to partner up.

Activities.

Activity 1. Students do exercises recommended by the instructor. Pair work.

Activity 2. Entire class discussion: “Was it challenging? Is it something you would like to do in the future?”

Activity 3. “What muscles did you use doing the exercises?” Pair work.

Activity 4. Name the benefits of physical exercise. Individual work.

Differentiated Instruction.

The Instructor’s approach is individual to all students, depending on their physical strength.

Starting Up, Beginning and Developing Students do Activities 1-2.

Expanding and Bridging Students do Activities 1-4.

Closure.

Students have the vocabulary to describe being fit. They know the benefits of exercise (increase in bone strength, sleep better, look better, self esteem, energy level goes up, etc.)

They know the fitness components and exercises that incorporate them into their lives: strength, flexibility, etc.

They learn to be cooperative, show respect to one another, try to do physical exercises no matter how difficult they are.
Lesson Plan # 5.

Warm – Up Activity. What students have learnt from the trip to the gym.

Transition. “How are you feeling today? What muscles are sore in your bodies”? Entire class discussion.

Activities.


Activity 3. A briefing Powerpoint Presentation “Health is the greatest treasure”

Activity 4. Pair work. Explain the meaning of proverbs:

- One should eat to live, not live to eat.
- Eat breakfast like a king, lunch like a prince and dinner like a pauper.
- An apple a day keeps the doctor away.
- One man’s meat is another man’s poison.
- For life is only life when blessed with health.

Students are allowed to use dictionaries.

Differentiated Instructions. Students collected data, presented their revival strategy and established goals that lead to a healthier lifestyle.

Assessment. Sharing the results of the goal-setting activity. Is goal setting a good way to make changes?

Closure.

This unit is very beneficial for children. The activities they do make them think about their health and treasure it from the very early age. They create their personal nutritional plans and learn about simple steps to health. They are encouraged to make positive changes in their lives.

Homework.

Continue students’ journals. Draw posters with your advice. Use the Imperative.

Objectives: to see the money from broad perspective, develop students’ presentation skills, build their self-esteem, establish personal goals, broaden their knowledge and form the right attitude to money.

Materials: the course book “Opportunities”, posters, a CD with a song, newspaper articles.

Procedures.
1. Introduction.
2. Warming-up.
4. The richest men in the world. Work with newspaper articles.
5. Group discussion.
6. Singing the song “Money, money, money” by ABBA.
7. Material and non-material things.
   Assessment: Make a survey with your classmates, friends or parents.

Differentiation.

Reflection. The lesson was beneficial for all of us. Students shared their ideas gladly and we all became more understanding. I think they all came to the same conclusion: we do need money in our life, but there things which are much more important.
Lesson Plan Format

Intern: Natalia Kanarska
Grade Level: 9

Title: Ancient Egypt. Geography and Writing System.
Date: 10.07.09

I. Objectives
Students will be able:
- to fill in the important physical and political characteristics on a map worksheet
- to describe the life society
- to discuss in a small group the text
- to cooperate with group members during the discussion
- to understand the Ancient Egyptian writing system

II. Materials for Learning Activities
Map worksheets handouts
World History (text)
Computer, screen, projector
Power Point presentation on hieroglyphics

III. Procedures for Learning Activities
Students do the map worksheets based off map. Major physical and political features will be labeled. Answer the questions dealing the map.

IV. Assessment
Informal assessment: progress on map worksheet and tomb wall activities.
Formal assessment: teacher gives students a piece of blank computer paper and project alphabet (for ex., tomb walls), and list of steps to drawing on Egyptian portrait on the screen via Power Point.

V. Differentiation
Interest grouping: each student prepare a list of ten things they learned about the topic in the research.
1. Name of strategy: **Anticipation Guide**.

2. When is this strategy useful? - Before presenting new content.

3. Why or how is this strategy useful? - It refreshes what was learnt at the previous lesson and helps to find out how much the students remember from it.

4. What are the steps involved in using this strategy? - Teacher writes a short “quiz”, using new information, that has to be learnt at the lesson and leaves space for answer. Students do the quiz twice: before the lesson, then they look up for the right answer during the lesson and do it once more.

5. When would this strategy be useful? - Before teaching some new material.

6. What would you like other teachers to know about this strategy? - It helps to concentrate students’ attention on important things, facts and dates.

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1. **Graphic organizer (Venn diagram).**

2. It helps to compare and find out differences.

3. It makes students think, comparison becomes more visible.

4. There are next steps: read a story, list the details in parts of the Venn diagram. Compare it. This diagram can also be used in further presentation.

5. It’s also useful when students read the text, after that they list similar details in the diagram.

6. It works well in small groups, leads to discussions. Students can refresh different topics as well.

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1. **Word Wall.**

2. It’s very useful in learning new vocabulary.

3. It helps to learn new words better, as there are lots of them at the end of each unit.
1. All words are posted on the wall. They can be organized in some way, for example alphabetically.
2. Each week new words are added to the list. These words are constantly reviewed.
3. It’s easy to do. All the words are in front of students’ eyes, so they can memorize them better.

1. **Jigsaw.**
2. It’s a widely practical strategy that is similar to group–to-group exchange. But there is one difference: each student teaches something.
3. It’s an good alternative whenever there is material to be learnt that can be segmented and when no one segment must be taught before the others. Each student learns something, which when combined with the material learnt by others, forms a coherent body of knowledge or skill.
4. Students are split into groups, one student teaches something.
5. This strategy can be used when you are short of time and want to manage to as much as possible.
6. It teaches students to be cooperative, respect one another and work as a team.

1. **Give one, get one.**
2. It is useful when the teacher wants his students to review the material.
3. It provides a great review and enables students to gather information from each other.
4. Students learn to make a list of facts and ideas from their partner, then it’s their turn to give one new idea or fact. If none of them has a new idea they have to brainstorm the topic and try to create one. The teacher goes from person to person until he has definite number of ideas.
5. It’s the best review game. By the time the students go through this process they have reviewed material several times.
Unforgettable moments
I am deeply grateful to all my GMU teachers, colleagues in school and team mates for the great time. It was just an amazing experience... Although we all were learning hard we also shared unforgettable moments together...