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Foreword
I’m going to produce here the exact words with which I began my “experience” when applying for this program.

I’m proud of being a teacher because teachers are those who always work to improve themselves, their skills. The teacher’s duty is to teach students, and it’s an important task. Teachers have to know the level of students’ cognitive skill. Besides that the way of how the students love to learn must be analyzed by teachers.

So, I try to select instructional methods, media (video, audio or computer) and materials. I always try to make the students take part in the learning process. It’s important to listen to my students and allow them to become aware of the content. I am thinking “Am I an effective teacher?” To me, an effective teacher can work with multi-level groups with different learning styles. Besides, an effective teacher teaches students even manners, honesty, punctuality, accountability, etc. I want to help students to be active, make choices and practice actions.

Teaching is a special calling, it’s a great profession. I think every student has the potential for success. This potential is so exciting—each new year challenges and new potential successes. Being around young people every day helps me remain knowledgeable about current trends and ideas.

So, my dream in the U.S. is to understand the key ingredients of American teaching success and innovations, to adopt the good experience of my colleagues from different countries.

When I submitted my application for this program, I hoped I would be selected, but I also thought I might not make it because of competition. My family and friends had more faith in me than I did. And so I became a student once again. In the past weeks I have learned a lot of terms of skills, approaches. But most of all I have found there is so much more to know, to explore and discover!
Reflections.

GMU Seminars
Very useful seminars were held during the five weeks. There were a lot of discussions and sessions in an interactive form. Lots of ideas and inventions were generated there.

**Seminars of professional development and Change : Reflective practice and Portfolio Development.**

During these seminars we discussed platforms for integrating our individual experiences, professional goals, professional development experiences in the U.S., encompassing both fieldwork and coursework. We were working on developing an Individual action Plan for implementation upon return to our home countries.

Dr. Steeley taught us about professional identity and change agency, about reflection on educational and administrative structures and systems. We can use these materials in our teaching profession in home countries.

As a result of these seminars, I have learnt ways of reflecting, I completed a collection of model lessons, teaching strategies and techniques. And I’m ready to share it with colleagues upon my return.

My schedule:

1. Overview of Seminar Goals
2. The role of reflective practice; Tools of Reflection and Cultural Differences.
3. Introductions to Portfolio and Professional Development
4. Portfolio Goals and Purposes
5. Lesson Planning: A tool for learner centered pedagogy.
8 Learning Strategies and Student Metacognition – Cultural applications and differences

9 Cooperative Learning Strategies (1-2)

10 Portfolio Presentation and Implemention.

**Education Leadership Program:**
This seminar was intended to provide us with an opportunity to explore meanings of leadership in schools, leaders’ role in school change.

As a part of leadership discussion we have learnt what goes into building an effective team and guiding it to accomplish desirable changes. We discussed what concludes leadership, focused on Professional Learning Communities and how to overcome resistance to change.

Our speakers, Dr. Farnoosh Shahrokhi and Dr. Beverly Woody held interesting sessions where we learnt to develop a vision of our leadership and situate this practice within a perspective of how school organizations work. We worked individually and in groups to develop strategies for addressing organizational problems or challengers. We have engaged in a variety of learning activities, including case studies and simulations, have learnt to do self-assessment and assessment of peers.

My schedule:

1 Overview: American Educational System

2 Life styles Inventory.

3 Theory of Multiple Intelligences.

4 Curriculum Development and Teaching.

5 A Framework for Leadership.

6 Understanding change and Relationship.
Teaching Social Studies in the secondary School.
This course was designed to highlight the social studies teaching methods in today’s classroom.

In the classes we have learnt about many new approaches and strategies that are very effective in the teaching of Social Studies. We began with the Backwards Design Model that demonstrates through the development of unit plan that highlight a range of instructional strategies. During the classes our instructor Megan E. Garnett helped us to develop authentic assessment that faster and cultivate students’ higher order thinking skills, to use reflective practice in order to improve instructions. She explained us how to utilize differentiation in assessment and showed instruction as a means to meet the needs of diverse learners.

My schedule;

1 Introductions. Overview of social studies curriculum.

2 The 21st Century Classroom; Standards- Based Education.

3 Backward Design Model; Assessment.

4 Lesson planning and Development.

5 Reading in the content Area. Instructional Strategies (1-2)

6 Performance Assessment; technology in the classroom.

7 Work on Performance Assessment Project (incorporate some form of technology into assessment)

8 Creating Scoring Rubrics
I was also lucky to visit Philadelphia with the students of Robinson High School on a field trip. It gave me the opportunity to see places of interest of Philadelphia and observe the National Constitutional Center. It is America’s only museum devoted to the United States Constitution. And, like the revolutionary document itself, it’s completely unique. Then we visited Liberty Bell Center and Independence Hall.

Each student was given the worksheets, asked intelligent questions of the tour guides. It was the task for students and they had a fun. I think each student learnt useful information and they would not forget it. It was a lesson for me how a field trip should work.

**Reflection about my fieldwork assignment**

The importance of reflecting on what we are doing, as a part of the learning process has been emphasized by many teachers.

Reflective practice is implemented for increasing teachers control over variable that effect learning. Every teacher can control the teaching process to develop the following reflective questions for self analysis. These are:

- What were essential strength of the lesson?
- What would you change about the lesson?
- Do you think the lesson was successful? Why?
- Which conditions were important to the outcome?

I think that reflective practice where students learn by doing, with the help of coaching is very important. It is intended to help students become proficient in a kind of reflection-in-action.
It was interesting for me to see how these ideas have become integrated to the teaching process by my mentor at school. When I was planning to visit the U.S., I had some goals to develop new strategies and methods in the teaching process:

- To improve my professional skills
- To see how the U.S. teachers connect teaching with bringing up
- To know more about optional and extra curricular courses and disciplines
- To increase my knowledge about aspects of USA culture and history because I’m a teacher of Civic Education and World History.
- To see how teachers maximize students’ literacy level and how effectively manage the learning environment

It was exciting to see the lessons of Ms. Lauderdale and compare the U.S. school system and Ukrainian one. I’ve noticed some things:

- The students have well-equipped classrooms.
- The topics of the lesson were “Civilizations begins in Messopotamia”, “Renaissance”.
- The teacher uses Smartboard for actualizing the topic.
- Ms. Lauderdale use different teaching strategies such as: group work, full class discussion, simulation, games reflect and apply, project-based learning, information movie, etc.
- She develops authentic assessment that foster and cultivate students higher order thinking skills
- The atmosphere of the lesson was very friendly and warm.
- The learners is encouraged to think back over the consultation and their previous knowledge and experience and work their way to at least part of the answer for themselves.
- Ms. Lauderdale embraces every students and understand students’ background.
- During the lesson she is the partner of her students, not a strict teacher.
This demonstrate how the reflective practice can function as a practicum. I’ll try to implement these methods in my practice. The goal is to teach students to be consumers of information and to research, formulate and defend their own views.
Educational Leadership
Multiple Intelligencies (Gardner)

Life Styles Inventory
Your Self-Improvement Plan

1. My primary style is approval and backup is self-actualizing.

2. The style I have chosen to work is self-actualizing (12 o’clock position). My score for the self-actualizing style means I tend to believe that: I have low acceptance of myself. I will try to be more creative and develop realistic term goals.

3. Significant Person are my friends. I’ll not be working up to my potential when there is the friend (for example, or leader) who leads me in challenges. I expect my leader to provide solutions.

4. Positive Consequences: I’ll be able actualized people to live in, and enjoy, the present moment and lead a satisfying life. My behavior will be an effective insulator against stress.

   Self-Defeating Consequences: Sometimes I may take somewhat less realistic views of myself and others. I may doubt myself and my abilities to make differences. (Personally)

   Positive Consequences: I can be effective because I’ll see possibilities and opportunities in different situations. I’ll take an open-mind flexible approach to my work.

   Self-Defeating Consequences: I have difficulty thinking creatively. Sometimes I can have trouble trusting people who are different from me.

5. Some positive differences: I’d get professional success, be open to new experiences, increase satisfaction and happiness

   Some negative differences: Changing low acceptance of myself into high can make me selfish and egocentric.

6. Humanistic style is complementary one to self-actualizing. I need to be more optimistic. Those who has this style are sensitive to people needs, and has energy to coaching others.

7. Self-actualizing people likes responsibility. They may be the good leaders because know how people feel.

   I can be more energetic and active, develop the quality of a good leader.

8. The barriers: unwillingness to change and false modesty.

Teacher Leadership Self Assessment: Self-Scoring Procedure

Self- Awareness -26
Personal Leadership Action Plan

Changes in my school takes a lot of time, it can’t happen overnight. I can’t change everything, but still I can do something. The first step to it is my personal Leadership Action Plan. Using the knowledge about the leadership I’ll Initiate implementation of professional development process—“Lesson Study”. It will be my first project. The plot of this idea:

- While working on lesson study, teachers will draw up a detailed plan for the particular lesson. One of the teachers will conduct the lesson in a real classroom and the others teachers will observe the lesson. The group then come together to discussed their observation of the lesson. Finally, the teachers will decide what their lesson study has taught them. The teachers may choose the lesson study goals that focus on skills that they want to foster in all students. The teachers then generate research questions, which have to do with exploring how to develop these skills.

- Lesson study will be practiced as a school-based activity. Teachers from different schools will learn about each other’s lesson study activities. They will attend lesson study open houses and research study materials.

In January, 2010 I’m planning to conduct seminars about lesson study using materials from GMU class. And then we’ll start this project at my school. I
think it will improve the teaching process and help teachers to examine their work.

I will take part in all events organized by our District Department of Education.

I will organized the quiz among “Teen-volunteer group” - “Do you consider yourself to be a good leader?”
Curriculum Vitae
Natalia Vladimirovna Kanarska

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   m. Ladyzhyn
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24320. Ukraine,

canaria@ukr.net

Professional experience

Secondary school # 4 – Ladyzhyn, Vinnitsa region, Ukraine

Teacher of History – present
   - Teach History of Ukraine to grades 11
   - Teach Modern History to grades 11
   - Teach Civic Education to grades 6-8
   - Teach English to grades 6-7

Education

Vinnitsa State Pedagogical University –Vinnitsa, Ukraine

Diploma (08.1991-06.1996)

Department of History and Law
Lesson plans
(/world history/ @ english)
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 worksheets

- 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 exp., 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.

VI. Reflection

- Students analyze historical documents, material artifacts
  Analyze how continuity and change throughout history has impacted belief system and religions, commerce and industry, settlement pattern
Lesson Plan Format

Intern: Natalia Kanarska. __________________________ Grade Level: 9 ________________________

Title: Ancient Egypt. Customs and funeral rites. __________ Date: 10.09.09 _______________________

I. Objectives

Students will understand;

- Ancient Egyptian funeral rites and customs
- their differences and similarities to customs of other cultures
- how the Egyptians belief in an afterlife

II. Materials for Learning Activities

Computer with Internet
Books, articles

III. Procedures for Learning Activities

Invite students to share what they already know about the funeral rites of Ancient Egypt.

- find out more facts about ancient customs
- class discussion: students hear about one another’s finding and add findings to what they already know
- Each student will write a paragraph comparing and contrasting ancient Egyptian funeral rites with those of contemporary groups.

IV. Assessment
Three-point rubric: small group

Three-point: gives facts about similarities and differences; shows unity by sticking to the topic; displays coherence by moving logically.

Two-point: gives facts about similarities and differences; goes slightly off topic; needs better coherence.

One-point: does not give facts about similarities and differences; goes off topic.

Ask students to contribute to the assessment rubric by determining the numbers of facts the paragraph should contain.

V. Differentiation
Three-point rubric.

VI. Reflection
Analyze the ancient customs of Egyptians. Challenge students to write a murder mystery based on the events leading up to and following the death of Tutankhamen.
Lesson Plan Format

Intern: Natalia Kanarska

Grade Level: 10

Title: The Renaissance

Date:

I. Objectives

Students will:

- Creatively apply the written words to produce an essay from two different point of view
- Practice observing and analyzing the details of a work of art
- Learn to formulate individual opinions based on observation

II. Materials for Learning Activities

Computer, projector, screen
Different point of view Writing Assignment sample

III. Procedures for Learning Activities

Display the portrait “Bean Eater” from the Renaissance Connection and ask students to brainstorm ideas that they could include in an essay from the artist’s point of view and from the point of view of the portrait’s subject. To help students follow the discussion record their ideas and comments on a blackboard in two columns: “Artist’s point of view” and “Subject’s point of view”

Have students choose a different portraits from Renaissance Connection and write essay.
IV. Assessment
Scoring rubric

V. Differentiation
Writing assignment (Different points of view)

VI. Reflection
Students share their essays with the class. Organize the presentations of essays.
Unit Plan: World War 1.

1 Topic: Introduction to the Unit. Causes and the beginning of World War.
Objectives: Students will

- analyze goals and plans of states-enemies
- examine the events and personalities that led the world towards the global war
- investigate and document the main causes of WW1.

Activities: - Introduce key terms
- analyze long-term and short term causes of WW1
- assume the roles of key leaders who figured in WW1
- create mini-time-line of events

Assessment: Diagnostic
-key terms knowledge rating (in class)

Homework: create a multiple-choice quiz to administer to one another to test their understanding of key WW1 issues, events, leaders.

2 Topic: Military events (1915-1916)
Objectives: Students will

- identify the political and military forces at work in Europe during 1915-1916
- analyze impact battles of 1915-1916
- discuss new military technologies
- list the countries that made up the Triple Alliance and the Triple Entente
Activities:
- photo documents analysis
- mapping
- cooperative Learning Groups: analyzing the countries that made up the Triple Alliance and the Triple Entente

Assessment: Formative
- read article about the Triple Alliance and the Triple Entente

**Topic. Suffering of nations during the WW1.**
Objectives: Students will
- identify to many groups of people devastated by WW1
- describe how the war took it toll on this population
- write a first-hand account of the impact of WW1

Activities:
- cooperative Learning Groups: analyzing and making determinations about the suffering of humanity during “the total war”
- fiction books analyzing: “The suffering of humanity”

Assessment: Formative
- keep a writing portfolio about WW1 battles

**4Topic. World War end.**
Objectives: Students will
- understand brainstorm what led to the German collapse on the front
- examine the basic components (factors of the collapse)
- review arguments for the factors contributing to the end of the war

Activities:
- analyze events leading to the collapse
- invite volunteers to create a timeline of the ending of WW1
- video “The Ending of WW1”

Assessment: Formative
- create a questionnaire to test classmates knowledge of

5Topic. Summative Assessment
Objectives: All of the above

Activities: Testing
World War 2. Introduction to the Unit.

Objectives:

Students will:
- analyze goals and plans of states-enemies
- examine the events and personalities that led the world toward the global war

1. Show the students many pictures of different events during World War 2. Ask them if they can guess what the class is going to be about. (spatial)

2. Form groups of 3. Students discuss about what they know about the causes of World War 2, analyze goals and plans of states-enemies. What countries were involved in it? How many humanity suffering during the war? (interpersonal)

3. Ask the students:

If they could invent a time machine in which country would they like to live during that war? - USA? Germany? USSR? Why? (intrapersonal)

4. Create a collage in a computer using Power Point about the most impact events during the World War 2. (teacher upload the collage to the teacher’s website)

5. Ask 3 students to explain their collage.
Cultural lesson. Ukraine and the USA.

Intern: Kanarska Natalia  Grade level: 9

Objectives: Students will be able

- Explain the differences and similarities between Ukraine and the U.S
- to cooperate with group members during the discussion
- to fill in the important geographical and political characteristics on a map worksheets

Materials for learning activities:

23 map worksheets handout
Power Point presentations “Ukraine”, Ukrainian folk cartoon “There was once a dog”, students’ presentations from Ukraine.
Computer, projector, screen.

Procedures for Learning activities:

1 Warm-up:-What do you know about Ukraine? Where is Ukraine located?
2 Students do the map worksheets based off map. Major geographical and political features of the U.S.
3 Power Point presentation “Ukraine” (geography, history, state symbols of Ukraine)
4 Students complete the T-diagram “Differences and Similarities between Ukraine and the USA”

5 Ukrainian students’ presentations (students introduce themselves and give contact information)

6 Ukrainian folk cartoon “There was once a dog” about culture, traditions and customs in Ukraine.
Shared Lesson Plans
Lesson Plan 4

Intern: Lakshmi.Ravindran  
Level: 9

Title: Indus Valley Civilization  
Date:  
October 2009

I. Objectives

- The students will be able to: (i) locate the extent of the Indus Valley Civilization and mark its important sites
- (ii) Understand the establishment of the civilization in the Indus Valley region
- (iii) Analyze the characteristic features of the Indus Valley Civilization

II. Materials for Learning Activities

A wall map of India, outline maps of India, chart and pictures, computer for the power point presentation and Encyclopedia.

III. Procedures for Learning Activities

- (i) Warm-up: students are grouped and they are encouraged to discuss on the various advantages and disadvantages of living near the river banks.
- (ii) Transition: using the power-point presentation, the features of the civilization is explained to the students.
- (iii) Activity: The topic is divided under the following headings:-
  - Town planning, Great Bath, Granary, Seals and Ornaments – and these are assigned to five groups, each of five students, for their project work.( Due in a week)
IV. **Assessment**

- **Formative:**
  (i) Shade the extent of the Indus Valley Civilization and mark the important sites on the map.
  (ii) Elucidate how archaeological sources help in reconstructing the civilization.
- **Summative:** The project work is presented by the students and evaluated.

V. **Differentiation**

The students are so grouped that each group has a mixture of students of different levels of ability.

V. **Reflection**

The 9th grade students enjoyed these activities as they were challenging and kindling their interest. They were able to collect all the information and materials and present it before the class. Here all levels of intelligence worked and the special needs children contributed in making their projects a success.
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.
Sample Lesson Plan

(English as a Second Language)

Teacher Olga Shevchenko School-Lyceum (Zhmerynka, Ukraine)

Grade 7 Proficiency Level: Pre-intermediate Program Model: Pull out

Content: English Teacher

Planning Phase

Content and Language Objectives:

As a result of the unit, students will be able to:

1. Name the kinds of sports and games.
2. Make up short conversations about the favorite kind of sports.
3. Describe sports competitions.
4. Tell about the Olympic Games.
5. Tell about the life of famous sportsmen.
6. Make oral presentations.

Vocabulary: names of the kinds of sports, structures “What is your favorite kind of sports? – My favorite kind is ... because...”

Materials: Flash cards with different sports, Olympic symbols, graphic organizers.

Lesson Outline

Content: The Kinds of Sports

National Standards:

1. The State Standard of the Secondary Education (Branch “Languages and Literatures”).
2. The Program for the English Language Teaching (Grade 7)
(See www.mon.gov.ua)
3. European Common Framework (Level A2)

(See www.coe.int/t/dg4/linguistic/source/Framework_EN.pdf)

Teaching Phase Sequence

Lesson 1

Warm-Up Activity:

Read a short rhyme on sports. Name the kinds of sports mentioned in it.(Entire class work)

Transition:

Students guess the content of the lesson and write the new vocabulary in the notebooks. The teacher pays attention to the term “international words”. (Individual work)

Activities

Activity 1: Show the pictures with different kinds of sports to the students. Work on the meaning and pronunciation of the words. Write down the new vocabulary.(Entire class and individual work)

Activity 2: Miming game. A student mimes a kind of sports, the other students guess what it is.(Entire class work)

Activity 3: Group the kinds of sports according to the categories “Individual Sports”, “Team Games”, “Indoor Sports”, “Outdoor Sports”. (Individual work)

Activity 4: Role-play “An Interview”. One student (the strongest one) is a reporter. He/she asks the group members questions about their favorite kinds of sports and writes the information down. (Small group work) Then the reporters gather together and classify the data and report on it (Activity 4a). (Small group work) The other students do another activity “Jumbled Words” (Activity 4b). (Individual work)
Differentiated Instruction

Starting Up: Students can participate in Warm-up and Activities 1, 2, 3.

Beginning: Students can participate in Warm-up and Activities 1, 2, 3.

Developing: Students can participate in Warm-up and Activities 1, 2, 3, 4, 4b.

Expanding: Students can participate in Activity 4, 4a.

Bridging: Students can participate in Activity 4, 4a.

Assessment:
The evaluation will be done by observing the students during the lesson and taking notes.

Closure:

1. Write 3 kinds of sports you would like to go in for.
2. Write the reason of choosing these very sports.

Homework:

1. The students will learn the new vocabulary.
2. The students will find information on the history of the Olympic Games.

Lesson 2

Content: The Olympic Games

Warm-Up Activity.
The students will match the kind of sports and the name of the person who goes in for this kind of sports.

e.g. tennis – a tennis-player (Individual work)

What are the ways of forming such nouns? (Entire class work)
Transition

The students will discuss the questions:

Where can athletes show how skillful they are? What kind of competitions is the dream of every athlete? (Entire class work)

Activities

Activity 1: Jigsaw reading. The students will read the text “The Olympic Games” and fill in the table. (Small group work)

**The Olympic Games**

*The origin...*

*The main idea...*

*The motto...*

*Kinds of the Olympics...*

*The symbols...*

*Kinds of sports...*

Activity 2: Q&A. One group (stronger students) will ask questions, the other group (weaker students) will answer them using the table. (Group work)

Differentiated Instruction

Starting Up: These students can participate in the warm-up, Activity 1(fill in the table), Activity 2 (answer the questions).

Beginning: The same activities like Starting Up.

Developing: These students can participate in the transition.

Expanding: These students can participate in Activity 1 (reading and sharing the information), Activity 2(asking questions).
Bridging: The same activities like Expanding.

The teacher will check the filled tables and take into consideration the oral answers.

Closure

Write 3 things that you’ve learnt about the Olympic Games.
Write 2 things that are the most interesting for you.
Write 1 thing about which you want to know more.

Homework

1. Use the table and write about the Olympics (Developing, Expanding, Bridging)
2. Prepare flashcards with different kinds of sports and Olympic symbols.

Lesson 3


Warm-Up

The students will take flashcards prepared by their classmates and make up sentences. (Entire class work)

Transition

The students will start filling in the KWL – chart about S. Bubka. (Individual work)

Activities

Activity 1: The students will listen to the text about S. Bubka and say if the facts they have written in the first column are true. (Individual work)
Activity 2: The students will listen to the text again and complete a timeline of his life. (Individual work)

Activity 3: Discuss your timelines and report the information. (Small group work)

Differentiated Instruction

Starting Up: The students will participate in the warm-up, the transition and will make the lifeline with the help of their classmates.

Beginning: The same tasks like Starting Up.

Developing: The students can participate in Activity 1.

Expanding: The students can participate in Activities 2, 3.

Bridging: The students can participate in Activity 3.

Assessment

The teacher will evaluate the oral answers and the lifelines of the students.

Closure

The students will fill the third column of the KWL – chart. (Individual work)

Homework

Make a lifeline of any famous sportsmen.

Lesson 4

Content: Getting Ready for the Project Work

Warm up

The students will share their lifelines. (Small group work)

Transition
Brainstorming. The students will draw a mind-map answering the question “What do you think about when you hear the word “Sport”’. (Entire class work)

Activities

Activity 1: The students will discuss the outline of the project and draw a mind-map. (Partners and entire class work)

Activity 2: The students will discuss the format, the way of presenting and the standards of evaluation. The students will make a rubric.(Small group and entire class work)

Differentiated Instruction

The students of all proficiency levels will do the same tasks.

Assessment

The teacher will evaluate how active the students were in discussing the projects.

Closure

The students will answer the question “What should you take into account preparing a project work?”

Homework

Prepare the project work

Lesson 5

Content: Project Presentation

Warm-Up

The students will answer the question “How well does my presentation meet the standards?” (Individual work)
Transition

Each student gets 3 experts to evaluate his/her presentation.

Activities

Activity 1

The students present their projects.

Activity 2

The experts evaluate the projects and report to the class. The students must agree or disagree with the evaluation.

Differentiated Instruction

All the students will participate in all the activities. The teacher should form the groups of experts in such a way that the groups consist of the students with different proficiency levels.

Assessment

The students will be evaluated according to the quality of their projects and their work as experts.

Closure

The students will answer the question “How well did my presentation meet the standards?”

Homework

Write the recommendations for a good presentation.
Lesson strategies
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
   Predict -O- Gram

2. When is this method or strategy useful?
   Beginning the class

3. Why or how is this method or strategy useful?
   This is a good way to give students the imaging of topic. Emphasizing the main words.

4. What are the steps involved in using this strategy or method?
   Prior to teaching a lesson or having students reading a section of text, list key words they will encounter (including people, places, events). Have students use the words to do one or more of the following:
   - create a story using the words
   - predict the topic they will study and specific events associated with topic
   - ask questions about specific items

5. When would this method or strategy be useful in your setting?
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
Frayer Model

2. When is this method or strategy useful?
End the class

3. Why or how is this method or strategy useful?
- To promote vocabulary development and students thinking
- To activate students’ prior knowledge of a topic
- To organize knowledge into categories

4. What are the steps involved in using this strategy or method?
Brainstorm a list of ideas related to topic. Have students read the selection.
Students will group their words into one of four categories

5. When would this method or strategy be useful in your setting?
It is a great strategy for any grade level. It could easily be used in class when trying to learn some of the difficult terms.
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
Anticipation guide

2. When is this method or strategy useful?
Before presenting new content, topic or skills.

3. Why or how is this method or strategy useful?
It begins to activate prior knowledge.
It brings up questions.
It shows how much the students know.

4. What are the steps involved in using this strategy or method?
Teacher writes a brief of “quiz” using information be presenting later in the lesson. Include two places for answer, before and after. Students take the “quiz” before the lesson, look for the answers during the lesson, and then take it again afterwards.

5. When would this method or strategy be useful in your setting?
Before teaching a new subject or before teaching a new topic.
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
Word Wall

2. When is this method or strategy useful?
In learning new vocabulary

3. Why or how is this method or strategy useful?
In a formal vocabulary program throughout the year

4. What are the steps involved in using this strategy or method?
Words need to be posted on a wall to help students remember them and to remind teacher to use them during the lesson. Teacher or students can be charge of adding the words.

5. When would this method or strategy be useful in your setting?
Each week a chapter from the vocabulary book is posted. Periodically list can be reviewed and students can be assigned to use appropriate words in their speaking
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
   Concept   Ladder

2. When is this method or strategy useful?
   Beginning of class

3. Why or how is this method or strategy useful?
   1 to assess students’ prior knowledge
   2 the questions can be referred to throughout the unit of study to reinforce learning

4. What are the steps involved in using this strategy or method?
   Teacher can create the questions or students can poses them. The questions grow in complexity until students have reached the top rung of the ladder.

5. When would this method or strategy be useful in your setting?
   This is a great way to assess students’ prior knowledge. Learners need to memorize prior topic.
Shared Strategies
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
   Peer assessment

2. When is this method or strategy useful?
   It is useful when it is necessary to evaluate a piece of student’s work.

3. Why or how is this method or strategy useful?
   It is useful because the students should not only know the criteria according to which their work is assessed but they also should be able to participate and see the procedure itself.

4. What are the steps involved in using this strategy or method?
   The teacher should present or discuss together with the students the criteria of the assessment, then appoint experts to each student. When the experts have graded the work, they themselves should be graded for being experts.
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
   Group Work

2. When is this method or strategy useful?
   It can be useful at any stage of the lesson.

3. Why or how is this method or strategy useful?
   It is useful for developing both social and learning skills.

4. What are the steps involved in using this strategy or method?
   The teacher should take into consideration the following things:
   - Group formation;
   - Task instruction;
   - Differentiated instruction;
   - Group work code;
   - Evaluating of the process and the result of the work.
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
   Graphic Organizers. Venn Diagram

2. When is this method or strategy useful?
   It is useful when we should compare two phenomena and find differences and similarities.

3. Why or how is this method or strategy useful?
   This strategy is useful for developing logical-mathematical intelligence.

4. What are the steps involved in using this strategy or method?
   The teacher should show the students what a venn diagram looks like and explain to them the procedure of filling it.

5. When would this method or strategy be useful in your setting?
   It can be useful while reading different stories, both fiction and non-fiction.
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
   Anticipation Task

2. When is this method or strategy useful?
   This strategy is useful when a new piece of information is introduced.

3. Why or how is this method or strategy useful?
   It helps the students develop their prediction skills and they are motivated to read or listen to the information very carefully to check their predictions.

4. What are the steps involved in using this strategy or method?
   The teacher must prepare true and false statements for the text for the students to predict the content.

5. When would this method or strategy be useful in your setting?
   This strategy is useful as a pre-reading or pre-writing activity.
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
   “3 – 2 – 1” Strategy

2. When is this method or strategy useful?
   It is useful both at the beginning of the lesson (a warm-up) and at the end of the lesson (a closure).

3. Why or how is this method or strategy useful?
   The strategy is useful for the revision of the material from the previous lesson and for the feedback at the lesson.

4. What are the steps involved in using this strategy or method?
   The students should know what they are supposed to write about. The strategy does not require any special preparation.

5. When would this method or strategy be useful in your setting?
Internship
**Internship for me is some reflections, some observations!**

I attended JEB Stuart High School in Falls Church, Virginia. I went there twice a week during the five weeks. I was assigned to the Social Study Department. My mentor was Ms. Linda Lauderdale. She is a professional knowledgeable teacher. She teaches Pre–IB World History class. This course is Virginia Standards of Learning (SOL) class with an end–of–course SOL exam.

I’d like to describe my school. JEB Stuart is a huge and modern school. It has around 1700 students, but the students’ community has a big diversity. In fact there are 650 native speakers of Spanish as against 550 native speakers of English. In the U.S. high schools have Freshmen (students of 9th grade), Sophomores (grade 10), Juniors (grade 11), Seniors (grade 12). There are different subjects or “departments” in JEB Stuart High School.

As a visitor I observed many things. Some of them are similar and others are different:

- The conditions for learning and teaching are excellent. My mentor has her own classroom with technical equipments and visual aids. It helps her to be creative and independent. The students have own portfolios with all materials like homework for every class, their grades. the students move from class to class according to the timetable.
- Also, most school have periods, or blocks, as they are called which last 90 minutes.
- The atmosphere during the class is very friendly. Food and drink are allowed in the classroom. If the students need to leave the classroom for any reason they must give teacher his/her agenda to sign.
- The teacher works much to motivate and engage her students. In a very gentle, encouraging manner teacher tries to reach and be successful in making them perform their tasks and activities effectively. This way of conduct impressed me and I’ll try to adopt it to my classroom teaching.
Almost all students are aware of it and feel responsible. In my opinion, it’s important for students to take more responsibility in the classroom. This will help them to understand and remember new information better.
The time management in the class is excellent.
The classroom is full of books, magazines, files. Students can easily find and use the materials they need. Walls are full of posters, rules and visual aids made and posted by students.
Ms. Lauderdale offered me to be actively involved in teaching and gave me the lesson plans on different topics. This gave me a chance to observe her methods and strategies.
Grades are determined by a point system where students earn points for the work they do throughout the course (This includes classworks, tests, projects, quizzes, and participations). The points for a task vary based on the importance and amount of work involved in that task.

So, I’m very excited about my internship at JEB Stuart High School. I have learnt more about the teaching techniques and strategies from the school in the U.S. I’ll try to apply them in my school in Ukraine and help the other teachers do so according to our context.

And at the same time I had a chance to visit a rural school—Sherando High School in the Frederick County. It is the best school that I have seen. It’s a successful school that cares for its students and stuff, maintains modern facilities, has a comprehensive curriculum. This school offers for students a wide range of programs which includes regional special education and career and technical offerings.
October, 26 was a multicultural day for our group. Everybody was ready to present their countries, to show the most significant things that can displays the soul of the nation!

We all had national costumes on. We took a lot of pictures. Everybody was very proud to share something very national with everybody.

Our Ukrainian team consists of three people. We are Olga Shevchenko, Natalia Kanarska, Olena Dmitrieva.

We showed our fellows the Power Point presentation which dedicated the geographical location, the main regions, traditions of Ukraine. We shared with our friends some interesting facts about our dear Motherland.

The everybody could watch a cartoon based on the Ukrainian folk-tale “There was once a dog”. This cartoon was so funny that all couldn’t help laughing.

It’s great that we had an opportunity to share the information about our countries.
Multicultural Day!
Afterword
The cultural part of our program was also very interesting! Our trips to Washington, Philadelphia, Baltimore, Annapolis, Mount Vernon and others are unforgettable days in my life.

I would like to thank everyone for the support and dedication!