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AN INSERVICE PROGRAM

FOR DEVELOPING TEACHER LESSON PLANS

(TITLE)

BY

JANE KENNEDY

B.S. in Ed., Millikin University, 1962

M.S. in Ed., Eastern Illinois University, 1976

FIELD STUDY

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1980

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

August 11, 1980
DATE

September 8, 1980
DATE

AN INSERVICE PROGRAM
FOR DEVELOPING TEACHER LESSON PLANS

BY

JANE KENNEDY

B.S. in Ed., Millikin University, 1962

M.S. in Ed., Eastern Illinois University, 1976

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at the Graduate School
of Eastern Illinois University

CHARLESTON, ILLINOIS

1980

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This paper deals with change and the inservice program that brought about the change. A log is included that documents the process from the establishment of need, through three workshops that direct the change, to the final writing of a manual of yearly goals and objectives for each teacher participant.

The writer of the paper is an elementary principal of a small rural school. The faculty participants were both elementary and high school teachers who were deeply ingrained in unchanging teaching methods. Several had taught in their fields for so long that they felt no need of establishing a plan for teaching, much less the need for lesson plans for substitute teacher use.

The inservice program employed the use of a consultant and was funded through a grant from the Illinois Center for Educational Improvement. Stipends were paid to all participants from these funds, as well as consultant expenses and printing costs.

Many of the problems that developed in the inservice process were attitudinal, brought about by teacher anxiety as it related to evaluation and accountability. The writer cites specific instances of teacher hostility and gives examples of techniques used to solicit a more cooperative attitude. By allowing the teachers to include the conditions that worked for and against instruction, and to itemize material needs,

the writer explains how the teachers were guided toward the belief that the project would help them become better teachers and improve their working conditions. An appendix is included with the paper to illustrate this and the form taken by the goals and objective manual.

The paper concludes with an analysis of the activity and makes reference both to the successes and failures of the activity. Plans for the ongoing use of the inservice program and a brief outline of the activity's usefulness in developing a minimal competency test for the writer's school district, are included.

AN INSERVICE PROGRAM
FOR DEVELOPING TEACHER LESSON PLANS

by Jane Kennedy

Education Administration 6910, 6920

Field Experience in Administration

Dr. Robert Shuff

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August 1, 1980

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Section I

Introduction

A. Background Data

As the school year began in September of 1978, this writer, who shall hereinafter be referred to as the Principal, made the decision that her teachers lacked skills in writing lesson plans. Many of them were teaching by "the seat of their pants", with little thought as to long or short range goals for their students.

The Principal was also acutely aware that without long and short range goals and objectives, it was difficult to satisfactorily evaluate the effectiveness of the teachers in her building. Moreover, she realized that without the teachers establishing curriculum objectives, time lines, evaluation procedures, and activities, it was impossible to fairly evaluate what was going on in the classrooms.

Lesson plans were either poorly done or were nonexistent. Substitute teachers complained of having problems instructing classes, and on occasion would refuse to work for certain teachers that were known not to write lesson plans.

In early October, the physical education-health teacher had a heart attack and was unable to return to work for six weeks. The attack took place on a Wednesday evening and a substitute was called for Thursday morning. The Principal took the substitute to the classroom to help get the daily lesson assignments ready only to find that there were no lesson plans. Furthermore, there

had been no plans written for the month prior. A hurried search through the files showed that there were no unit plans - no evidence, whatsoever, of what had been planned or what work had been completed in previous weeks.

The Principal called a teacher's meeting for the next Monday to discuss the need for lesson plans. The teachers were given examples of lesson plans and an outline for writing workable plans. From that moment on the Principal was bombarded with questions and complaints, because it was evident that the teachers were floundering and groping for answers.

The Principal realized that if she were going to initiate change, she was going to need to provide intensive inservice to bring about a change. She could also see that change was going to have to be planned carefully, because the teachers were complaining more and more openly and were feeling very threatened. It was apparent to them that if they were expected to put plans in writing, they would be held accountable for doing what they said they were doing.

Unfortunately, the A160 exercises in curriculum writing and program improvement plans had turned many of the teachers off. They could see little value in what they considered "busy work". They looked upon the organization of their programs into written goals and objectives as another exercise of futility - one that would be shelved to collect dust.

Handling such negativism would take a very special individual. The Principal knew that she would have to find a leader who was sensitive to the teachers' concerns and one who could alleviate their fears of accountability.

B. The Procedure

The search to find help in training the teachers in the writing of lesson plans began at the Vermilion County Regional Superintendent's Office. One of the Principal's friends was a member of the Program Service Team for the Illinois State Board of Education. The team member was always a good sounding board for the principal whenever a problem needed airing and, in this instance, proved to be a key to the solution of the lesson plan problem.

During the discussion, the team member recalled that she had had contact with a young principal from St. Anne, Illinois, who had dealt with a similar problem with his teachers. It was suggested that a visit to St. Anne would be helpful in deciding if the St. Anne program would be appropriate to use with the Ridge Farm faculty.

The St. Anne Principal agreed to come to Ridge Farm to direct three workshop sessions on organizing and developing yearly goals and objectives with the end result being a plan from which daily lesson plans could be written.

The Ridge Farm Principal and the St. Anne Principal met together prior to the first workshop session to exchange information and to draw up a time line. During this discussion, the Ridge Farm Principal suggested that an additional step be added to the procedure, that of writing monthly goals.

It was agreed upon to lead the teachers in writing yearly goals, breaking this down further to monthly goals, and finally to writing daily lesson plans from the monthly goals. In addition,

the teachers would be given the opportunity to synthesize the whole process by including the conditions that worked for and against them and itemize the materials needed to achieve their long and short range goals and objectives.

Funds to provide stipends for teachers and a fee and expenses for the consultant was written in a proposal to the Illinois Center for Educational Improvement. The proposal was given approval and the enclosed manual was developed as a result of the inservice. It should also be noted that the project was so successful that the Bismarck-Henning School District also went through the same process with its faculty in the fall of 1979.

Section II

Log of Activities

August 25, 1978

The teachers returned to begin the 1978-79 school year. The day consisted of teacher meetings and orientation for new teachers. Materials were passed out and instructions were given as to procedures for the opening day of school.

Among the materials were lesson plan books and grade record books. The Principal stressed that both were to be kept current and that lesson plans were to be left on top of the teachers' desks at the end of each day.

August - September, 1978

This time period had an unusually high number of teacher absences for so early in the school year. On numerous occasions complaints were made to the Principal by the substitute teachers about the lack of lesson plans.

October 11, 1978

The physical education/health teacher had a heart attack while coaching football practice. The Principal was notified that he was hospitalized and would not be able to return to work for six weeks.

Several substitute teachers were called. Two declined, saying that they would not care to commit themselves for that long without definite lesson plans available. One agreed to come on a day-to-day basis.

October 12, 1978

The physical education substitute reported for work and came to the Principal's office requesting assistance in locating the lesson plans for that day. A search turned up no lesson plans for either physical education or health classes.

The substitute teacher promised to complete the week, but refused to return the following week. A frantic call was made by the Principal to enlist the assistance of the high school physical education teacher in preparing plans for the remainder of the six week absence.

October 13, 1978

A sketchy outline of plans was on the Principal's desk that morning. There was no possibility of continuing the absent teacher's program, so the unit of study was simply lifted from the high school physical education teacher.

These simple plans seemed to satisfy the substitute teacher and an agreement was made to complete the period of time needed.

October 17, 1978

The junior high mathematics teacher became ill at 10:30 A.M. The Principal was unable to obtain a substitute on such short notice and took the mathematics class herself.

Since there were no lesson plans for the Principal to follow, the students were asked to provide the necessary information to continue classes.

During the lunch hour, the Principapl was summoned to establish order in the lunchroom. It was the mathematics teacher's turn

to take lunch duty, a fact that should have been noted in the daily lesson plan book.

October 23, 1978

A meeting was called after school by the Principal for the purpose of discussing the subject of lesson plans. The Principal had made sample plans, had them copied, and distributed them to the faculty. A written set of instructions was included. All teachers were given a directive to compile and submit to the Principal one full week's lesson plans for October 30 - November 3. Thereafter, plans would be filed with the Principal each Friday for the following week.

Much grumbling could be heard as the meeting was adjourned.

November 16, 1978

The Principal attended the monthly Vermilion County Administrator's meeting. The director of the Illinois Center for Educational Improvement (ICEI) was the featured speaker and gave a detailed explanation on obtaining inservice funds for local school districts.

After the meeting, the Principal lunched with her friend from the Program Services Team of the Illinois State Board of Education. Upon sharing the problem with the Program Services Team Member, the ideas for solving the difficulties with lesson plans began to emerge.

The Program Services Team Member suggested making contact with the principal from St. Anne High School in St. Anne, Illinois. He had had some success dealing with a similar problem and might consent to act as a consultant for the Principal's faculty.

November 27, 1978

A trip was made to St. Anne, Illinois. Accompanying the Principal was the Program Services Team Member and the Special Education Director for Danville, Illinois.

A contract to act as consultant for the project was signed by the St. Anne Principal. Stipends and expenses would be paid by the Illinois Center for Educational Improvement with dates worked out for after the Christmas holidays.

January 4, 1979

This date was established as an afternoon workshop; however, a snowstorm cancelled school for the remainder of the week.

January 11, 1979

The school board accepted the resignation of the superintendent. Questions were raised during this meeting about the lack of support from the superintendent and high school principal in so far as promoting the goal and objective inservice program.

January 19, 1979

The cancelled workshop was rescheduled for the afternoon. School was dismissed early and all elementary and part of the high school faculty were present. Neither the superintendent nor the high school principal were present.

The St. Anne Principal outlined the procedures to be used in writing goals and objectives and divided the teachers into grade level or subject area groupings to begin the actual writing.

January 27, 1979

A Saturday morning workshop was conducted with each of the sub-group leaders present. Participants were paid a stipend of \$15.00 from the Illinois Center for Educational Improvement grant.

Specific directions were given to the group leaders about the use of the forms (see appendix). It was to be the task of the leaders to give assistance to their group and to keep them on task, working toward a May 1 deadline.

The high school principal was present at this meeting and collected his stipend.

February 8, 1979

The school board decided not to renew the contract of the high school principal. He was dismissed as being totally ineffective in personnel management and student discipline.

February 12, 1979

A very worried teacher from the high school faculty called the Principal to request a conference to discuss the writing of her goals and objectives. A meeting was set for February 15.

February 15, 1979

Instead of one high school teacher, five appeared at the conference. They were floundering without leadership and were concerned that their principal was giving them no instruction and guidance in writing their goals and objectives.

The Principal answered their questions and assigned them to work with a group leader from her elementary building. It should be pointed out that this was a very successful means of dealing with the pedagogy of the process.

March 2, 9, 16, 23, 30, 1979

Each Friday after school, groups met for fifteen minutes to report to their leader and to ask questions. This plan was established when, in February, it became apparent to the Principal that the faculty was procrastinating.

April 2, 1979

The Principal received a call from the Principal of St. Anne High School asking for a follow up workshop with the faculty. The date was established for April 20, 1979. Because the Illinois Center for Educational Improvement would not provide funds for the same project twice, it became necessary for the Principal to request funding under a different plan. The Program Services Team Consultant suggested that the program that had been developed thus far would provide an excellent springboard for developing a minimal competency test for the district.

This became the plan for a new use of the written goals and objectives.

April 20, 1979

A workshop was held after school hours, with \$15.00 stipends being paid all participants. Each teacher was given 10 minutes to share his individual goals and objectives forms with the St. Anne Principal. Suggestions were made in answer to specific questions.

A positive change in attitude was noted by the St. Anne Consultant with remarks made to this Writer.

Several of the high school faculty did not put in an appearance at this meeting.

May 1, 1979

All elementary faculty and five high school faculty members turned in their completed goals and objectives.

May 2, 1979

Handwritten forms were given to a typist to proofread and type. The school district absorbed printing costs and the typist was paid from funds received from the Illinois Center for Educational Improvement grants.

August 24, 1979

At the opening day workshop, each teacher was given a copy of his goals and objectives along with instructions on using them to write daily lesson plans.

Collation of the entire manual had not been completed by this date, but many teachers expressed an interest in seeing the manual in its entirety.

September 20, 1979

Completed manuals were given to each faculty member, including those new to the staff.

At this teachers' meeting, three committees were set up for the purpose of beginning the development of a minimal competency test.

Having discussed several alternatives with the staff, it was mutually decided that the test would concentrate on reading, math, and life skills.

Writer's note: It is at this point, the completion of the goals and objectives manual, that this log is concluded. While the drafting of the test is not complete and is continuing to receive the attention of the faculty, board, and community, the initial project is finished.

Section III

Analysis

The assumption is often made that all education proceeds in an orderly, organized manner and that teachers teach from an orderly, organized plan. Most certainly, students' teachers are well grounded in the need for planning and preparing lessons for their students. Then again, perhaps relying upon the truth of these assumptions was the primary reason the Principal was disturbed with her faculty's lack of planning and pursued remediation with such fervor.

In fairness to the entire faculty, it should be mentioned that not every teacher taught without pre-established goals and plans. The facts were that a large majority did not plan, could see no reason to have written plans, and were angered by the Principal's insistence upon plans. Even though efforts to get written plans through means other than concentrated inservice were explored, those staid individuals maintained that their years of experience precluded the writing of daily lesson plans.

There was little question in the Principal's mind of the value of setting goals and objectives for educating students. Goals provide a road map for learning, while lesson plans provide the vehicle for reaching the destination. The problem was to bring the same understanding to the faculty through inservice that was meaningful.

The Principal and the St. Anne Consultant mutually agreed that achieving the desired results could best be done by getting maximum involvement from the faculty. Naturally, this would require a great

deal of skill on both of their parts, because any probing into classroom activities smacked of evaluation and accountability to the teachers.

Rather than deny that the documents derived from the goals and objective activity would be used to evaluate teachers, the Principal pointed out that they would be useful for evaluation purposes to all involved in the project. The Principal would use them to evaluate the teachers' progress throughout the year, while the teachers could evaluate their own progress in maintaining time lines. Emphasis was placed upon the usefulness of the project to the teachers.

At no time were the teachers accused of neglecting lesson plans due to lack of professionalism. Indeed, the Principal harbored such thoughts and felt that many of the teachers were simply too lazy to put forth the effort to write plans. However, she also realized that many of the new teachers lacked the knowledge to know how to organize their programs and get plans on paper. It was the latter group toward whom the inservice was directed. The hope was that the ones who could possibly be labeled lazy, unprofessional, or resistant to change, could be influenced to change their ways by being caught up in the enthusiasm of others involved in the activity.

Having been through the process of writing goals and objectives with his own faculty, the St. Anne Principal was able to avoid some of the pitfalls he met in his own pursuit of the project, and was able to use some of the techniques he found to be most effective. In addition to lending experience to the project, the Consultant did much to move the project along to a successful

conclusion with his charming personality and enthusiasm. He gave individual instruction and encouragement to everyone, and was especially successful in achieving full participation from the physical education teacher, who's lack of planning prompted the inservice project.

Experience had proven to the St. Anne Consultant that the teachers would be more able to respond quickly to the task ahead of them if they had a sample of the document his faculty had prepared. He knew that it would prevent some of the complaints that no one knew the administration's expectations of them. Therefore, at the first workshop each teacher was given sample copies of the St. Anne goals and objectives document. The format was somewhat different from the Ridge Farm format and emphasis was placed upon the uniqueness of each district's final document.

Having distributed the sample copies, the Consultant briefly explained to the faculty the time frame they would work toward and established the various work groups. Care was given to assigning both experienced and inexperienced teachers to the various groups. Even though each teacher would work on his own individual document, group assignments were made to give support and guidance through a leader chosen by the Principal.

The group leaders were teachers held in esteem by their colleagues and were themselves organized teachers. Their task was to be that of task master and to act as liaison between the group and the Principal. The St. Anne Consultant had found that contact with individual teachers was far too time consuming and had been forced to establish such groups midway through his own project.

He also pointed out that prior to the establishment of the groups, many of the teachers procrastinated and would have not completed their plans within the time frame.

Midway through the first workshop period, the school provided a refreshment break. During this time, the Principal noticed that the junior high group had caucused and were grumbling rather loudly about the project. Knowing well that allowing it to go unchecked could cause the project to fail, she and the Consultant conversed and decided to approach the group immediately.

When the meeting reconvened, the teachers met in their various groups in different locations in the building. The Consultant joined the junior high group and began to skillfully bring the group toward a less hostile attitude. He answered questions, listened to complaints, and tried to bring the group to the understanding that the project would work to help them become better teachers. Within the week following the first workshop, each of the junior high teachers received a personal letter from the Consultant thanking them for their interest in seeing the project through to its conclusion.

While the Consultant worked with the junior high teachers, the Principal met with the senior high faculty. In spite of the fact that they were not part of her faculty, the Principal felt that an effort needed to be made to provide them with some leadership. The fact that the high school principal was not present at the workshop and had not given his support to the project was demoralizing to his faculty. Most of them could see no value to indepth planning and felt it was an imposition on them by the Principal, who was the elementary administration. The district superintendent had directed that the entire district faculty would participate in

the inservice and project, although he also was not in attendance.

The high school faculty was forced to participate, but did so with great reluctance.

The follow-up workshop scheduled for Saturday, January 27, 1979 was for the purpose of determining how well the teachers were able to follow instructions given at the initial workshop. Participants were to be the Principal, the high school principal, the superintendent, and the group leaders. Everyone but the superintendent was in attendance.

The group leaders reported that everyone had made some progress in defining and writing their goals and objectives. The leader from the intermediate grade group indicated that one of her members was so structured that she had taken her goals from the table of contents of each textbook. The leader also noted that friction had developed within the committee since the other members, being more flexible, had become impatient with the structured teacher's efforts.

The Consultant suggested that at the next group meeting the leader would ask the teachers to come to the session without textbooks and spend the period planning and writing from memory. The plans could be revised after the meeting to fit the sequence of the textbook, but would not be an exact copy of the table of contents.

The high school principal met with his own group leaders at their follow-up workshop. Since he had not been present at the first one, he was unable to give any assistance and left the meeting early. This being the situation, the entire high school group left also.

During the ensuing months, the teachers worked on the writing of their goals and objectives at a steady pace. Two or three completed

theirs by the beginning of March. A few, mostly junior high teachers, were reported to be lagging behind the time schedule. Two of the three administrators had declared intentions to leave the district, and school had been closed several times due to winter weather. In spite of these difficulties, the project appeared to be following the established plan.

The final workshop was established as a vehicle to push those individuals who were not finished with their plans toward conclusion by May 1. It also gave some of the teachers an opportunity to review their writings with the Principal and the Consultant and refine them before sending them to the typist.

Even though the project would not be completed until it had been typed and printed, most of the Principal's responsibility had been met. She was called upon to decipher the handwriting of one particular teacher upon several occasions, and kept close contact with the typist to answer questions about the layout of the manual.

It was a triumphant day when the Principal was able to give each teacher a copy of his own set of goals and objectives. The completion time served the teachers well since they were able to begin the year with an organized outline of the activities for the 1979-80 school year. The two teachers that were new to the staff were particularly grateful to have an idea of what areas would be covered in the year. While no teacher would be locked into their plan, the new teachers were encouraged to develop their own set of goals and objectives as soon as they were able.

The completion of the entire manual was extremely rewarding to the Principal. However, it was anticlimactic in that a new project was to be created as a direct result of that completion.

A plan for the development of a district minimal competency test was born of the goals and objectives manual. It was time for the Principal to begin formulating a new inservice program.

Section IV

Conclusion

In reflecting upon the goals and objective activity, this writer would view it as a success.

From a personal standpoint, seeing the project bring about a change in the attitude of her faculty toward lesson planning must be considered an accomplishment. Having dealt with hostility and open insubordination at times from teachers, and still being able to control the situation with no significant leftover antagonism has brought the writer a great deal of satisfaction.

The project made the writer acutely aware of the kinds of circumstances that can prove the undoing of an administrator and cause possible job loss. Anytime the status quo is upset and a major change initiated, the administrator is taking a risk. This writer took the risk of alienating her staff by making them more accountable. It was particularly difficult to accomplish in the absence of support from the superintendent.

Trying to include another staff, in this case the high school staff, without the aid and support of the building principal was impossible. The writer would deem that part of the project a total failure. Even though five high school teachers completed their plans, the entire staff's efforts were too fragmented to have much value.

The writer's viewpoint as to the impact the project had on the teachers is not unbiased. However, the opinion is based upon the changes that occurred as a result of the project.

When, in the fall of 1979, the teachers asked for their copies of the goals and objectives, and actually seemed anxious to have the entire manual, the Principal felt that to be a positive response. The Principal also noted the presence of lesson plans on all desks at the end of the school day. Some teachers brought copies of their plans to the Principal for her approval. There was a sense of pride present in those teachers who brought their plans in for examination. Several substitute teachers acknowledged the improvements with notes in the teachers' plan books and with comments to the Principal.

As a direct result of teachers' comments on problems and need for materials, as outlined in the project, many changes have occurred. Some of the changes were as simple to make as having all announcements made on the intercom first thing in the morning, so as not to interrupt classes. In another instance, the custodian was directed to set a mowing schedule to coincide with times when particular classrooms were empty.

Many new materials have been ordered with the teachers' comments taken into account. Teachers' suggestions for more ditto masters and science equipment were considered valid when requests appeared in most teachers' plans.

Any feelings that the project was "busy work" were alleviated as the teachers saw improvements that directly benefited them. The school board read their comments and initiated an updating of textbooks that began in the spring of 1980.

Perhaps the real merit in the use of the manual will become apparent when the district's efforts at compiling a minimum competency test are complete. This writer can see a great deal of value in

an activity, such as this, that is ongoing and can be used to promote future inservice programs for the district.

Section V

Appendix

Math
Mrs. Ingram
Grade 3
1 year

1. OBJECTIVES AND GOALS

Understanding and application basic addition, subtraction, multiplication, and division facts. Having an understanding of the basic concepts of money, (informal) measurement, fractions, decimal points, geometric shapes, and placement value.

2. PROBLEMS FOUND IN REACHING GOALS

Outdated textbooks. Children leaving for special classes, lawnmowing, gymnasium noise, air conditioner noise of portable outside window, leaking roof, no storage space, snow conditions, Jr. High conditions (noisiness).

3. THINGS WHICH ARE SUPPORTIVE TOWARDS REACHING GOALS

Students desire to learn, availability of good materials, good atmosphere of room, parent cooperation, teacher cooperation with each other.

4. PRESENT MATERIALS AVAILABLE

Textbooks, workbooks, ditto master worksheets, overhead projector, Little Professor Calculator, metric labs in library, flashcards, manipulatives.

5. NEED OF MATERIALS

New textbook, record player for room, tape recorder cassette, meter stick, extension cord and adapter (1 textbook with enough supplemental material).

6. IMPLEMENTATION STRATEGIES

1. Present concepts provide many levels and means of learning experiences. Provide means of evaluation after sufficient time for practice and application of current concept.

Math
Mrs. Ingram
Grade 3

August and September

OBJECTIVES

Review the understanding and application of basic addition and subtraction facts. Starting with subtraction from 20 and addition with sums to 20. Being able to understand "greater than", "lesser than", and "equal to."

IMPLEMENTATION STRATEGIES

Using the math textbook, workbook, and related ditto master sheets, I would review with them the above objectives. I would use games, flashcards, and board work to help them with review also.

October

OBJECTIVES

Review the understanding and application of basic addition and subtraction facts. Working with subtraction from 20 and addition with sums to 20. Being able also to understand commutative and associative properties. Being able to understand that addition and subtraction are inverse operations. To be able to work both addition and subtraction problems on a number line. To be able to work story problems of both addition and subtraction types with understanding.

IMPLEMENTATION STRATEGIES

Using the Math textbook, workbook, and related ditto master sheets to cover the above objectives, I would test them on their ability to know the basic addition and subtraction facts. Using games, flashcards, board work, and Little Professor Calculators in helping with understanding of the specific areas we are working on in Math.

November

OBJECTIVES

Review the understanding and application of basic addition and subtraction facts. Being able to subtract one digit from two digits with no regrouping. Being able to add 1 digit and 2 digit addends with no regrouping. Being able to add 1 digit and 2 digit addends with regrouping. Being able to subtract 1 digit from 2 digits with regrouping. Being able to work story problems of both addition and subtraction types using regrouping. Having an understanding of Placement Value.

IMPLEMENTATION STRATEGIES

Using the Math textbook, workbook, and related ditto master sheets to cover the above objectives. Making sure that all students understand how to both borrow and carry in Math.

Math
Mrs. Ingram
Grade 3

December

OBJECTIVES

Using the same objectives of November with the addition of the following objectives: Being able to add and subtract 2 digit numbers and 3 digit numbers, using both concepts of borrowing and carrying. Being able to work story problems involving regrouping of 2 digit and 3 digit numbers. Having an understanding of money problems with the use of decimal points.

IMPLEMENTATION STRATEGIES

Using the Math textbook, workbook, and related ditto master sheets to cover the above objectives. Testing the students at the end of the month on their ability to regroup in both addition and subtraction.

January

OBJECTIVES

Being able to regroup with 4 digits in both addition and subtraction. Being able to understand and apply the multiplication tables 0-12.

IMPLEMENTATION STRATEGIES

Using the textbook, workbook, related ditto master sheets with 4 digit regrouping of addition and subtraction. In multiplication, starting an individual program where each child progresses in learning the multiplication tables at his own rate. Using games, flashcards, Little Professor Calculator, multiplication records, and multiplication table test to help them to learn their facts. The students will be expected to start with 1,2,3 tables and pass the test which I give them. After they pass that test, they work on passing the next one which is on 2,3,4 tables. This method is repeated until they have passed all tests up through the 12 tables of multiplication.

February

OBJECTIVES

Being able to understand and apply the multiplication tables of 0-12. Being able to understand that multiplication and division are inverse operations.

IMPLEMENTATION STRATEGIES

Using a timed test on the multiplication tables to check the ability of students to learn their facts. Using the Math textbook, workbook, and related ditto master sheets that cover the above objectives. Using games, flashcards, Little Professor Calculators, and records to help students learn their multiplication facts.

Math
Mrs. Ingram
Grade 3

March

OBJECTIVES

Using the same objectives as February with the addition of the following: Being able to work successfully 2 digit by 1 digit multiplication problems. Being able to work 3 digit by 1 digit multiplication problems successfully.

IMPLEMENTATION STRATEGIES

Using the Math textbook, workbook, and related ditto master sheets to cover the above objectives. Using board work, games, Little Professor Calculators, and records to help them with the specific areas we are working on at that time.

April

OBJECTIVES

Being able to understand and apply basic multiplication and division facts. Being able to successfully work 2 digit by 2 digit multiplication problems. Being able to successfully work 3 digit by 3 digit multiplication problems. Being able to work division problems with and without remainders successfully.

IMPLEMENTATION STRATEGIES

Using the Math textbook, workbook, and related ditto masters to achieve the objectives I have listed above. Using the chalkboard for games and problem solving in the specific area I am teaching at that time.

May

OBJECTIVES

The understanding and the application of multiplication, division, addition, and subtraction facts. Having an understanding of the basic concepts of money, measurement, fractions, and geometric shapes.

IMPLEMENTATION STRATEGIES

Using the Math textbook, workbook, and related ditto masters to review concepts of 4 basic operations we have covered throughout the year. Using the board, ditto sheets, and catalog buying to work with money problems. Using a metric lab and worksheets for measuring. Using the textbook, worksheets, workbook, board work, and games for fraction and geometric shapes work. This month is spent mainly in review of major concepts we have learned throughout the school year.

Reading
Mrs. Ingram
Grade 3
1 year

1. OBJECTIVES AND GOALS

Review and develop more fully the following skills: Vocabulary, word meaning, word analysis, and comprehension. All these skills would be taught according to a child's ability to learn them.

2. PROBLEMS FOUND IN REACHING GOALS

Not having enough time to schedule reading groups without interruptions of special classes. Not having enough library books in the classroom for supplemental reading. A lack of enthusiasm of some students for reading. Children with special reading problems.

3. THINGS WHICH ARE SUPPORTIVE TOWARDS REACHING GOALS

Children with desire and enthusiasm for reading. Having a very good Special Reading Teacher, L.D. Teacher, and Speech Teacher to help with problems. Having an adequate amount of good reading materials available to us for use.

4. PRESENT MATERIALS AVAILABLE

Houghton-Mifflin Series, including workbooks, tests, and ditto masters, Scott-Foresman Series, including tests, workbooks, and ditto masters, SRA Reading Lab, library books in room, dictionaries, encyclopedias, reading games, word cards, SRA Lunch Box, Weekly Readers.

5. NEED OF MATERIALS

I would like to have an SRA Pilot Library for my advanced readers.

6. IMPLEMENTATION STRATEGIES

I would like to have more time to work with my reading groups. I would like to have smaller groups so that I could do more with each child. I need to work out a more suitable schedule for students, special teachers, and myself.

Reading
Mrs. Ingram
Grade 3

August and September

OBJECTIVES

Being able to have an understanding and application of the following skills: using auditory discrimination, intonation (pitch, stress, juncture) using letter sound cues, consonants (initial, medial, final), consonant blends, consonant digraphs, vowel and vowel digraphs, using picture cues and context cues, using homonyms, antonyms, and synonyms correctly, recognizing base words, compounds, and contractions. Being able to pronounce new words, use capital letters, the dash, exclamation marks, fractions, hyphens, question marks, and syllabication correctly when needed in sentences. Being able to follow directions written and orally, increased vocabulary, express ideas, extend listening skills, increase ability to read orally, to be able to make inferences, draw conclusions, make generalizations, make judgments, select and evaluate information from other sources. Be able to use reference tools, be able to put words into alphabetical order, use guide words correctly, using a pronunciation key correctly.

IMPLEMENTATION STRATEGIES

Using Level 9 of Scott-Foresman, workbook, worksheets that relate to specific skills that are being worked on. Using Panorama Book of Houghton-Mifflin through the first section, workbook, and ditto master sheets that reinforce particular skills we are working on. Using the school library, classroom library, and Carnegie Library to approach reading as a positive experience, increase reading interest, and grow in appreciation of well-written materials. Using also reading games, word cards, and SRA reading lab to help reinforce particular skills being taught. Reference materials will also be used when necessary. Reading stories orally to the class will be done by me to increase interest in reading and to increase their listening skills all year. Testing will be done as I feel the need to evaluate students progress.

October

OBJECTIVES

Same as the month of August and September with the addition of these objectives: Being able to use tables, charts, or diagrams to organize materials. To be able to summarize ideas in statements and paragraphs. To be able to recognize conflict, plot, story problem and solution in narrative writing.

Reading
Mrs. Ingram
Grade 3

October (cont.)

IMPLEMENTATION STRATEGIES

Using Level 9 of Scott-Foresman, workbook, worksheets that relate to the specific skills being taught at the time. The use of reference materials in all libraries. The use of the Panorama Book from Houghton-Mifflin, including workbook and worksheets. The use of word games and SRA Reading Lab to reinforce above skills. Encourage reading inside and outside of class. Testing will be done as I feel the need to evaluate students progress.

November

OBJECTIVES

Same as the months of August and September with the addition of these objectives: Being able to distinguish relevant and irrelevant information, select and evaluate information from different sources. Being able to do the following skills with a dictionary: locate entries, understand the use of an accent mark and a full pronunciation key. Being able to use specific reference tools such as: bibliographies, card catalogs, encyclopedias, glossaries, table of contents, thesauri.

IMPLEMENTATION STRATEGIES

Using Level 10 of Scott-Foresman, its workbook and worksheets that reinforce specific skills which are being taught. Using also, Panorama Book of Houghton-Mifflin Series, its workbook, worksheets, and skill test. Using libraries as a resource center and SRA Lab to reinforce skills. Dictionary skill games and word games as motivation for students.

December

OBJECTIVES

Continuing objectives from all previous months with the addition of the following objectives: Having an understanding of the following elements of style: figurative language, flashback, foreshadowing, and imagery. Being able to recognize setting, identify traits, motives, and actions of characters. Being able to recognize story problem and solution.

IMPLEMENTATION STRATEGIES

Using Level 10 of Scott-Foresman, its workbook and worksheets that cover the above objectives. Using also, Panorama Book of Houghton-Mifflin Series, its workbook, worksheets, and tests. Encourage reading of varied kinds of writing. Share and discuss ideas gained from personal reading. Increase concern for welfare of others and concern for environment through reading. Using libraries as resource centers and for just the pleasure of reading itself. Using materials such as SRA Lab as independent work.

Reading
Mrs. Ingram
Grade 3

January

OBJECTIVES

Continuing objectives of previous months with the addition of the following: Being able to extend listening skills, associate oral and written language, increase vocabulary, increase concepts, express ideas, recognize use of dialects, understand idioms, recognize that many words have similar meaning. Understand cause effect relationships, analogous relationships, place and sequence relationships.

IMPLEMENTATION STRATEGIES

Using Level 11 of Scott-Foresman, its worksheets and workbook for specific skill work. Using also, Fiesta of the Houghton-Mifflin Series. Using all libraries as resource and pleasure reading centers, using SRA Lab as independent skill work. Encourage reading inside and outside of classroom. Testing will be done as I feel the need to evaluate students progress.

February

OBJECTIVES

Same as January with the addition of the following objectives: Being able to distinguish realistic and fanciful content, making inferences, drawing conclusions and substantiating them. Being able to distinguish between fact and opinion to recognize author's purposes and illustrators purposes.

IMPLEMENTATION STRATEGIES

Using Level 11 of Scott-Foresman, its workbook and worksheets for skill work. Using also, Fiesta of the Houghton-Mifflin Series. Using all libraries as resource and leisure reading centers. Using SRA Lab as independent skill work. Testing will be done as I feel the need for evaluation of students progress.

March

OBJECTIVES

Same as February with the addition of the following objectives: Being able to use conventions of written language: balloon dialogue, capital letters, colon, comma, dash, ellipses, exclamation mark, hyphen, indention, musical notes, parenthesis, quotation marks, and semicolon.

Reading
Mrs. Ingram
Grade 3

March (cont.)

IMPLEMENTATION STRATEGIES

Using Level 12 of Scott-Foresman, its workbook, worksheets, and tests. Using also, Fiesta of the Houghton-Mifflin Series, its workbook, worksheets, and test. Encourage reading inside and outside classroom. Help them appreciate traditional values of country and culture through reading. Using other materials in classroom such as SRA Lab and reading games as motivation for students learning.

April

OBJECTIVES

Same as March with the addition of the following objectives:
Being able to classify items in specific ways, summarize ideas in statements and paragraphs, organize information from different sources, relate pictures and text.

IMPLEMENTATION STRATEGIES

Using Level 12 of Scott-Foresman, its workbook, worksheets, and tests on specific skill areas. Using also, Fiesta of the Houghton-Mifflin Series, its workbook, worksheets, and tests. Using the libraries as resource centers. Using classroom aids and materials available to help students master the above objectives.

May

OBJECTIVES

Same as April with the addition of the following objectives:
understanding what the topic of a paragraph is, understanding what sub-topics are, having skill in outlining informative reading matter (making and using an outline).

IMPLEMENTATION STRATEGIES

Using Fiesta of the Houghton-Mifflin Series and Level 12 of Scott-Foresman, workbooks, and worksheets covering the specific skills being worked on at the time. Reinforce the idea that reading is a positive experience. Show how reading can broaden scope of interest. Testing will be done to evaluate students progress for an end of the year evaluation.

Language
Mrs. Ingram
Grade 3
1 year

1. OBJECTIVES AND GOALS

I would like for my students to be able to achieve these goals throughout the year in Language: 1. have acceptable speaking habits, 2. have good listening skills, 3. understand phrases and sentences, 4. understand paragraphs, 5. understand alphabetizing, 6. punctuate correctly, 7. express ideas clearly.

2. PROBLEMS FOUND IN REACHING GOALS

Outside classroom interruptions. Children going to special classes.

3. THINGS WHICH ARE SUPPORTIVE TOWARDS REACHING GOALS

Student enthusiasm and interaction. Adequate availability of materials. Students background.

4. PRESENT MATERIALS AVAILABLE

Adventures in English Textbook by Laidlaw Workbooks and Chapter Tests, Ditto Masters in library. Creativity ditto masters in library.

5. NEED OF MATERIALS

Language games for the classroom.

6. IMPLEMENTATION STRATEGIES

I would try to make sure my classes are as interesting and as informing as I can possibly make them. Language can be boring to a child if the teacher doesn't do his best to make it a challenging subject.

Spelling
Mrs. Ingram
Grade 3
1 year

1. OBJECTIVES AND GOALS

I would like all of my students to be able to learn the following skills throughout the year: 1. spell spelling book unit words correctly, 2. spell words correctly in other written work, 3. spell specific words that I assign correctly, 4. develop more clearly phonetic patterns in spelling.

2. PROBLEMS FOUND IN REACHING GOALS

Interruptions from outside noises. Children going to special classes. Children having trouble learning to spell phonetically. Not enough materials, such as ditto masters and spelling games.

3. THINGS WHICH ARE SUPPORTIVE TOWARDS REACHING GOALS

Children's cooperation and enthusiasm for spelling. Spelling contests of all sorts seem to be very effective in getting the children motivated in learning how to spell.

4. PRESENT MATERIALS AVAILABLE

Growth in Spelling, spelling book, ditto masters on spelling, dictionaries.

5. NEED OF MATERIALS

I would like to have some spelling games for use in the classroom. I would also like to try a spelling lab of some sort where the students could work on their own.

6. IMPLEMENTATION STRATEGIES

I would like to find more ways other than spelling contests to really motivate the students.

Handwriting
Mrs. Ingram
Grade 3
1 year

1. OBJECTIVES AND GOALS

I want my students to achieve the following goals for the school year: 1. show creativity in writing, 2. express their written ideas clearly, 3. express their thoughts in complete sentences, 4. punctuate all work correctly, 5. have good penmanship in all written work.

2. PROBLEMS FOUND IN REACHING GOALS

Some children have extreme difficulty in writing creatively. They always reply, "I don't know what to write". Cooperation is not always good in this respect.

3. THINGS WHICH ARE SUPPORTIVE TOWARDS REACHING GOALS

Help from parents working at home on specific handwriting problems of some students. Help from the L.D. teacher with students who have handwriting difficulties.

4. PRESENT MATERIALS AVAILABLE

Zaner-Bloser Handwriting Manual, ditto masters on handwriting, creative writing ditto masters in library.

5. NEED OF MATERIALS

I would like to have some traceable handwriting slates that could be erased and used again.

6. IMPLEMENTATION STRATEGIES

I would try to allow the students more time to write creatively while stressing good handwriting at the same time.

Language Arts, Spelling, Writing
Mrs. Ingram
Grade 3

August and September

OBJECTIVES

Review basic Language skills such as proper punctuation and sentence order. For Spelling, spell unit words and do unit work correctly. In Handwriting, review proper formation of alphabet.

IMPLEMENTATION STRATEGIES

I would start the year with reviewing proper punctuation using the textbook and workbook to stress capitalization, names of places, different kinds of sentences. In spelling, spell unit words, bonus words, and unit skill work from units 1-4. Growth in Spelling workbook. Test them on ability to spell the unit words. Handwriting - using ditto sheets for practice on proper letter formation.

October

OBJECTIVES

To be able to capitalize days, months, special days, to be able to recognize homonyms, synonyms. Spelling: spell unit words and bonus words correctly. Working with short vowel sounds, contractions, and vowel digraph patterns.

IMPLEMENTATION STRATEGIES

Using the Adventures in English textbook, working through Chapters 2,3 which cover the above objectives, I also incorporate the use of ditto masters on capitalization of days, months, and special days. I will provide specific projects for extension of above skills to provide for initiative and interest of individuals. Spelling: units 5-9 unit words, bonus words for the month, and unit skill work. Test students on ability to spell words. Handwriting - stressing proper sizing of letters.

November

OBJECTIVES

Being able to recognize syllables, stress of syllables, parts of sentences, predicates, and subjects. Spelling: being able to distinguish between sh/ch sounds. Spelling of number words, unit words, and bonus words correctly.

Language Arts, Spelling, Writing
Mrs. Ingram
Grade 3

November (cont.)

IMPLEMENTATION STRATEGIES

Using the English textbook and workbook to cover the objectives above. Using ditto masters that cover the skills also. Test students ability on recognizing syllables, dividing words into syllables, parts of sentences, and stress of syllables. Review with students who need more work on the skills mentioned above. Spelling - doing units 10-13, bonus words for the month, and unit skill work. Thanksgiving word stories, recipe booklets, and other holiday related activities. Test students ability to spell words. Handwriting - stressing again proper sizing of letters.

December

OBJECTIVES

Being able to recognize and work with homonyms, synonyms, nouns, and forms of nouns, to be able to write animal, sports, and holiday stories. To be able to write and recite simple holiday poems. Spelling - being able to spell the days of the week, final nk and ng words.

IMPLEMENTATION STRATEGIES

Using the English textbook and workbook to reinforce the recognition of homonyms, synonyms, nouns, and forms of nouns. Also using ditto sheets with matching skill work. Having the students write creatively, using the textbook as a guide for good story writing. Christmas stories will be written, using proper story writing rules. Poems will be read, written, and recited, using the holidays as the subject of the poems. The students will be introduced to different types of poem writing. Spelling - using unit skill work, unit spelling words, and bonus words from units 14-17 in Spelling Book. Testing students on ability to spell unit words. Handwriting - stressing proper letter sizing and spacing.

January

OBJECTIVES

Language: being able to understand compound words, noun determiners, nouns in the subject part. Having the ability to put words into alphabetical order. Being able to identify prefixes and suffixes correctly. Spelling - being able to use short vowel sounds and final e and ing rules.

Language Arts, Spelling, Writing
Mrs. Ingram
Grade 3

January (cont.)

IMPLEMENTATION STRATEGIES

Using the Adventures in English textbook, workbook, and ditto masters that stress the above skills. Using the students names, other family member names, and pet names for use in alphabetical order practice. Have prefix and suffix contests. Those students bringing in the most words with prefixes and the most words with suffixes win the contests. Spelling - spell unit words, bonus words for the month, and unit skill work from units 18-21 in Spelling Book. Test them on ability to spell the unit words. Handwriting - Stressing proper sizing of letters. Review in all areas of Language Arts, using a mid year test for evaluation of subjects learned thus far.

February

OBJECTIVES

Being able to understand the usage of proper nouns, personal pronouns as subject parts, being able to use guide words in a dictionary correctly. Spelling - being able to spell irregular words.

IMPLEMENTATION STRATEGIES

Using the Adventures in English textbook, workbook, and ditto master sheets that cover the above language objectives. Setting up a "Learning Center" with dictionary skills. Having dictionary word games to help the children understand how to use the dictionary correctly. Spelling - doing units 22-25 in Spelling Book, spelling bonus words for the month, and unit skill work for units 22-25. Stressing, especially, irregular spelling and doubling the consonant before adding ing. Test students ability to spell words. Handwriting - stress correct usage of capital letters, proper punctuation, and proper sizing and spacing of letters.

March

OBJECTIVES

Being able to identify and correctly use: verbs, verb forms, being able to develop skill in using apostrophes as they write contractions, and understanding why we use an apostrophe. Spelling - understanding and being able to use rule on dropping final e when you are adding ing.

Language Arts, Spelling, Writing
Mrs. Ingram
Grade 3

March (cont.)

IMPLEMENTATION STRATEGIES

In Language, using the Adventures in English textbook, workbook, and related skill type ditto masters which cover the above objectives. Spelling - using the Growth in Spelling workbook for units 25-29, including unit words and unit skill work, bonus words for the month. Test students on ability to spell words. Handwriting - proper sizing and spacing expected from students in all written work.

April

OBJECTIVES

Being able to develop skill in writing singular words that show ownership. Being able to write creative stories when given the opportunity to do so. Being able to correctly write story titles, group sentences into paragraphs, to know when to begin a new paragraph. Spelling - being able to identify syllables in words.

IMPLEMENTATION STRATEGIES

Language - using the Adventures in English textbook, workbook, and related skill type ditto masters which cover the above objectives. Spelling - using the Growth in Spelling workbooks for units 30-33, including unit words and unit skill work, bonus words for the month. Testing students on their ability to spell unit words. Handwriting - proper sizing and spacing expected for students in all written work.

May

OBJECTIVES

Being able to review for individual needs in specific areas
Being able to review effectively the following areas: Proper punctuation, sentence parts such as nouns, verbs, pronouns, also contractions, synonyms, antonyms, suffixes, prefixes.
Spelling - being able to spell and correctly use compound words.
Being able to spell specific words that I feel they should know by the end of the school year.

IMPLEMENTATION STRATEGIES

Using the Adventures in English textbook for review work, using specific ditto masters for individual needs of students. Spelling - finish up the Growth in Spelling workbook. Review words which I feel they should know such as days of the week, months of the year, names of specific places such as Ridge Farm, Illinois, Springfield, etc. Handwriting - proper letter formation and sizing in all written work is expected from all students.

Science and Health
Mrs. Ingram
Grade 3
1 year

1. OBJECTIVES AND GOALS

Understanding of surrounding environment

To have an awareness of reproduction of plants and animals

To understand the nutrient requirements of the body and body functions

Understanding weather as to its effects on the environment

2. PROBLEMS FOUND IN REACHING GOALS

Noise in gymnasium

Not enough equipment to do experiments properly

Students leaving for special classes

Student disinterest

3. THINGS WHICH ARE SUPPORTIVE TOWARDS REACHING GOALS

Student enthusiasm

Parent cooperation on home experiments

Sufficient materials and equipment

4. PRESENT MATERIALS AVAILABLE

Films, textbooks and lab, park area, field trips into outlying communities

5. NEED OF MATERIALS

Science Center

Plant shelf

Grade level reference books in classroom

"Hands On" science kits as a curriculum instead of textbooks

6. IMPLEMENTATION STRATEGIES

Set up experiments demonstrating concepts which have been taught

Set up a "Science Corner" where the children can conduct experiments on their own

Science/Health (done on alternating months)
Mrs. Ingram
Grade 3

September and October

OBJECTIVES

Science - to have an understanding of animal life, such as behavior, instincts, eating habits, appearances, and habits. Being able to understand reproduction of plants and animals at 3rd grade level of knowledge.

IMPLEMENTATION STRATEGIES

Using the Science textbook and logbook to explain how animals reproduce offspring which have the same characteristics as parents. Stressing also individual differences - the uniqueness of each organism. Making sure they understand that plants reproduce plants of the same kind from things like seeds, bulbs or buds. Science is doing, seeing, and discussing. The students will make a seed collection. They will collect seeds of many types and bring them to display here at school. We will examine and discuss their likenesses and differences, being able also to identify certain plants from their seeds. We will also have a discussion of the plants in the school room, and how we can reproduce more plants from what we already have. (Using cuttings and have students grow their own plant.) Using also reference books, films, film strips to reinforce ideas being taught.

Health
November

OBJECTIVES

Being able to understand the following concepts: The way your body grows is part of your health. The way you get along with people is part of your health. You should try to make good choices about taking care of your body. Being able to follow good health practices that have not been followed before. Express in word or action a desire to learn and use good health practices.

IMPLEMENTATION STRATEGIES

Using "Your Health and You" textbook as a means to start discussing good health habits. Discussion here is about the best way to stress good health habits. Filmstrips and films on good health care are helpful also.

Science/Health
Mrs. Ingram
Grade 3

Science
December

OBJECTIVES

Science - being able to understand the causes of weather (sun, water, movement of air and wind). Being able to do activities that will help them understand weather. Being able to make and use their own weather symbols. Understanding what causes seasonal changes.

IMPLEMENTATION STRATEGIES

Using the Science textbook and logbook to cover the above objectives. Using also, films, filmstrips on weather. Having the students use weather instruments, charts, and graphs to compare weather from different parts of the country. Have the students keep a weather chart for 1 week using their own weather symbols. Discuss different cloud shapes and colors - having students observe clouds. Discuss wind and learn the words to describe different kinds of winds. We will also discuss water. Have the children try to estimate how much water a family uses in one day.

Health
January

OBJECTIVES

Being able to understand what it is in food that helps them grow, gives them energy, keeps their bodies running smoothly. Being able to classify foods into the four food group system. Understanding certain health terms such as: nutrition, digestion, carbohydrates, vitamins, nutrients, minerals, and protein. Understanding importance of good food for strong body parts such as the teeth, bones, muscles, etc.

IMPLEMENTATION STRATEGIES

Using "Food Your Choice" by the Dairy Council, Health textbook, films, and filmstrips to cover the above objectives. There are many motivational activities that go along with learning about good nutrition. Keeping charts, making menus, art activities, having "tasting" parties of healthful foods that the students have never tried. Worksheets that reinforce good nutrition are helpful also. Using resource material to research certain foods - how they're grown, what nutritional value they have for our bodies.

Science/Health
Mrs. Ingram
Grade 3

Science
February

OBJECTIVES

Being able to understand the possibility that things are not always as they seem. Being able to understand the old beliefs about the sun, earth, moon, and stars - why the people got the ideas and why they kept them. Understand why we should change old ideas for new ones and why people might arrive at new ideas. Being able to compare the size of the earth to the sun using a model. Understanding what makes a day and night on earth. Being able to remember planets names and nearness to earth.

IMPLEMENTATION STRATEGIES

Using Science textbook, logbook, films, filmstrips, resource books, to cover the above objectives. Using also models of sun and planets to reinforce concepts of size and relationship to one another. Using maps, charts, graphs to understand movement of planets.

Health
March

OBJECTIVES

Being able to understand that feelings come from the brain, almost anything that happens to you can cause you to have feelings. Understanding that showing your feelings is an important part of your health. Understanding that most of the feelings you have about yourself make up your self-image - it is important to have a good self-image. Understanding what a neighborhood is and why it is important. Understanding how drugs affect your health.

IMPLEMENTATION STRATEGIES

The use of Health textbooks, resource books, filmstrips. Discussion on feelings is very important here. It is very important to help students build a very strong self-image. Understanding of the neighborhood and a discussion of particular problems that might arise in a neighborhood are important. Having them understand that their neighborhood is an important place. Understanding how drugs are important to our bodies, but can also be dangerous should be discussed very thoroughly.

Science
April

OBJECTIVES

Being able to identify birds of our area that we have studied. Being able to grow seedlings for later transplanting. Being able to identify plants of different kinds. Understanding how plants change throughout the year.

Social Studies
Mrs. Ingram
Grade 3

February and March

OBJECTIVES

Being able to understand the orbit of planets, size of planets, and continents. Understanding what makes day and night, what makes the seasons.

IMPLEMENTATION STRATEGIES

Using Social Studies text, Science text, maps, charts, diagrams, models, reference books, worksheets, films and filmstrips. Incorporating the Science book and Social Studies materials together.

April

OBJECTIVES

Having an understanding of the following: where the Nation's Capital is, how our government works (how laws are made), what the Congress and House of Representatives are and what they do.

IMPLEMENTATION STRATEGIES

Using handouts, worksheets, reference materials, maps on Washington, D.C. Discussing in detail the process of law making, who makes up our government, and the city of Washington, D.C. itself.

Social Studies
Mrs. Ingram
Grade 3

September and October

OBJECTIVES

Being able to understand the reason for latitude and longitude lines and know how to use them. Be efficient at simple map reading. To be able to compare life styles of the Thais, Eskimos, and Arabs to each other.

IMPLEMENTATION STRATEGIES

Using Social Studies text, worksheets, and test to cover the above objectives. Using also, reference materials available in libraries on Thailand, Alaska, and the Arab Nations.

November

OBJECTIVES

Having an understanding and knowledge of Indian Culture and life style. Being able to compare and contrast Indian life to their own.

IMPLEMENTATION STRATEGIES

Using the libraries, reference books, Indian relics, duplicating masters, pictures, films, filmstrips. A lot of art activities can be incorporated into the study of Indian Culture, such as making drums, teepees, headbands, mosaics. We would make booklets in specific areas such as Indian foods, clothing, and shelters.

December, January, May

OBJECTIVES

Map skills: the students will learn how to: identify a map as a representation of the earth's surface. Compare relative sizes of places on maps, read directions on a map using a north arrow, locate nations, locate places in relation to other places, recognize that maps are symbols for parts of the earth's surface, interpret land and water colors on maps, interpret conventional symbols, use map keys, use maps as sources of information.

IMPLEMENTATION STRATEGIES

Use Maps Skills For Today booklet, globes, resource books, maps of all kinds. Work together on map skills so that they will understand it more easily. Stress how important map reading skill is in relation to other areas of work. In May, I will review extensively map skills. Testing them on ability to read a map correctly.

Social Studies

Mrs. Ingram

Grade 3

1 year

1. OBJECTIVES AND GOALS

Review the importance of the family and community. Become aware of how man can change his environment. Acquire basic skills in interpreting maps and pictures. Become aware of people of other countries and their ways of life. Special units on Indians, Illinois, and Washington, D.C.

2. PROBLEMS FOUND IN REACHING GOALS

Children going to special classes. Not enough materials, books of reference in the classroom. Lack of enthusiasm in some students. Interruptions by intercom. Gymnasium noise.

3. THINGS WHICH ARE SUPPORTIVE TOWARDS REACHING GOALS

Pupils enthusiasm and participation inside and outside the classroom. My enthusiasm over special units such as "Indians" at Thanksgiving and "Washington, D.C." and "Illinois" in the Spring.

4. PRESENT MATERIALS AVAILABLE

The Third Planet Social Studies Textbook
Ditto handouts, maps, and globes

5. NEED OF MATERIALS

A new textbook, more maps, ditto materials that go along with the textbook. Workbooks that go along with the textbooks.

6. IMPLEMENTATION STRATEGIES

Having a decent textbook would be my first step. Making sure they know about Illinois and things that are relevant to their own lives would be better than the material that is presently in the old textbooks. They need to know more about life around them.

Science
Mrs. Ingram
Grade 3

April (cont.)

IMPLEMENTATION STRATEGIES

Using textbooks, logbooks, resource books, films and filmstrips on birds and plants to cover above objectives. Growing seedlings will be done in egg cartons and will be taken home for transplanting. Field trip around community to identify birds of area.

Health

May

OBJECTIVES

Demonstrating a knowledge and an understanding of safety in the following areas: in and around cars, bicycles, fire, swimming, safety at work or play.

IMPLEMENTATION STRATEGIES

Discussion of the above objectives. Using also films, filmstrips and other such charts and posters, resource materials, to stress safety in all areas at all times.