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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Education and Training |
| **Course Name** | Instructional Practices in Education and Training |
| **Lesson/Unit Title** | Posting on Your Wall More Than Just Facebook |
| **TEKS Student Expectations** | **130.164. (c) Knowledge and Skills**  (2) The student explores the teaching and training profession. The student is expected to:  (B) determine and implement knowledge and skills needed by teaching and training professionals  (3) The student understands the learner and the learning process. The student is expected to:  (B) relate and implement principles and theories about the learning process to teaching and training situations  (D) explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions  (5) The student plans and develops effective instruction. The student is expected to:  (C) explain the rationale for and process of instructional planning  (F) demonstrate lesson planning to meet instructional goals |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Problem/solve, set, and meet instructional goals * Create a content-specific bulletin board utilizing their knowledge of human growth and development theories, student learning styles, differences, and special needs * Review the course TEKS and student expectations |
| **Rationale** | When students enter your classroom, they should be instantly introduced to the lesson you are about to teach. You can do this by decorating your classroom door, walls, bulletin boards and white boards with items that will engage students and give them a glimpse into the lesson you are about to teach. In this lesson, you will apply your knowledge of developmental theories, student learning styles, differences, and needs in order to create informative, eye-catching bulletin boards that are specific to lesson topics. You will also can practice creating effective bulletin boards throughout the school year. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Bulletin board:** A board on the wall of a classroom, office and so forth, where things (such as written notices or pictures) are put so that they can be seen by many people  **Engaging:** Very attractive or pleasing in a way that holds your attention  **Objective:** Something that one’s efforts or actions are intended to attain or accomplish  **TEKs:** Texas Essential Knowledge and Skills; The Texas state standards for what students should know and be able to do  **Theory:** An explanation or prediction about why something happens |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines for Internet access) * Presenter remote   **Materials:**   * Bulletin board area * Borders for bulletin boards * Colored cardstock paper * Glue * Markers * Scissors * Stapler * Staples * Stencils * Straight pins * Thumb tacks   **Supplies:**   * pictures of various bulletin boards from teachers’ classrooms * samples of classroom bulletin boards   **PowerPoint:**   * Posting on Your Wall: More Than Just Facebook   **Technology:**  Free iPad Apps  Flashcards+ This app helps students learn and study information. https://itunes.apple.com/us/app/flashcards+/id408490162?mt=8  Phonics Genius This app helps students learn the pronunciation of words. https://itunes.apple.com/us/app/phonics-genius/id461659980?mt=8  **YouTube:**   * December Standards Based Bulletin Board Guide Ms. Daniel from www.msdanielsclassroom.edublogs.org shares her December Standards Based Bulletin Board display. She includes helpful tips and design ideas for creating monthly classroom bulletin board displays that are creative, easy to assemble, low (or no) cost, and demonstrate rigorous student learning. http://youtu.be/vzeMWXWkZog * Getting Creative with Bulletin Boards Slide show of creative bulletin boards. http://youtu.be/OhryLSx1DBw   Multiple Intelligences Thrive in Smartville At the Enota Multiple Intelligences Academy, in Gainesville, Georgia, students know exactly how they are smart. <http://www.edutopia.org/multiple-intelligences-immersion-enota-video>  **Graphic Organizer:**   * KWL Chart – Bulletin Boards   **Handouts:**   * Bulletin Board Ideas * Bulletin Boards on Pinterest * Bulletin Board Project * Bulletin Board Project Rubric * Scavenger Hunt: TAFE Bulletin Board Contest * Scavenger Hunt: TAFE Bulletin Board Contest (Key) * TAFE Bulletin Board Contest |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to the lesson:**   * Become familiar with PowerPoint, handouts, and activities. * Arrange the classroom tables or desks against the walls of the classroom. Obtain samples of classroom bulletin boards or create a slide presentation from pictures of bulletin boards from various teachers’ classrooms. Place the boards on top of the classroom tables or desks so the students may view the boards in a gallery style.   As students enter the classroom, instruct them to carefully view each board. Ask them to rate each board on a scale from 1 – 5, 1 being the lowest score, 5 being the highest. Have each select their “favorite” and explain their choice to the class.  Allow the students about 15 minutes to complete the assignment. Then ask the following:   * Which board stands out most to you? Why? * Which board was the most creative? Why? * What is the purpose of a bulletin board? * How can a teacher use a bulletin board as an instructional tool in the classroom? * How can a teacher use a bulletin board to display information to the class? To the parents?   Distribute graphic organizer, KWL Chart – Bulletin Boards. Have students fill out the first two columns of the chart. Ask students to write down what they already know about bulletin boards and what they want to learn about bulletin boards in the second column. The last column will be completed during Lesson Closure. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and their definitions.  If the outcome of this lesson will be used to enter the TAFE competitive event BULLETINBOARD CONTEST, review competition guidelines now. See TAFE Advisor Handbook for details.  Distribute Note Taking Posting on Your Wall: More Than Just Facebook handout. Students will be expected to take notes while viewing the slide presentation.  Introduce PowerPoint, Posting on Your Wall: More Than Just Facebook. Allow time for classroom discussion.  Throughout the lesson, refer to the Word Wall so that students may become familiar with terminology. You may use a site such as wordle.net or tagxedo.com to create a digital word wall.  Videos included in the slide presentation:   * December Standards Based Bulletin Board Guide Ms. Daniel from www.msdanielsclassroom.edublogs.org shares her December Standards Based Bulletin Board display. She includes helpful tips and design ideas for creating monthly classroom bulletin board displays that are creative, easy to assemble, low (or no) cost, and demonstrate rigorous student learning. http://youtu.be/vzeMWXWkZog * Getting Creative with Bulletin Boards Slide show of creative bulletin boards. http://youtu.be/OhryLSx1DBw * Multiple Intelligences Thrive in Smartville At the Enota Multiple Intelligences Academy, in Gainesville, Georgia, students know exactly how they are smart. http://www.edutopia.org/multiple-intelligences-immersion-enota-video   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing assistance with note-taking, navigating to the web, and completing the assessment * providing extra time for oral response * frequent feedback |
| **Guided Practice \*** | Inform students that they will create three bulletin boards appropriate for a specific grade level/subject area.  Distribute Bulletin Board Ideas handout. Students will complete the handout to assist them in developing their bulletin boards.  Which bulletin board idea is your favorite? Which board is most effective? Why? Discuss all the ideas and brainstorm for assistance if necessary.  Allow for questions and discussion.  Distribute handout, Bulletin Boards on Pinterest®. This activity can be done individually or with a partner. Visit the site or download the free app at www.pinterest.com (this may require students to create a free profile.) Search and find five bulletin boards each that teach a lesson on math, reading and classroom rules, or procedures. Students will then answer a few questions about each bulletin board.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing extra time for oral response * frequent feedback * providing peer tutoring * reducing length of assignment |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Introduce Bulletin Board Project and Bulletin Board Project Rubric. Students will visit the Texas Essential Knowledge and Skills webpage at: http://www.tea.state.tx.us/index2.aspx?id=6148  Instruct the students that they will be developing three bulletin boards:   * Elementary level * Middle school level * High school level   Instruct students to select a specific TEK and student expectations of their choice for each grade level -elementary, middle school and high school. Students will then construct three bulletin boards using the selected TEKs. Bulletin boards will be assessed using the Bulletin Board Project Rubric.  Thoroughly explain project guidelines and each rubric component.  Teacher note: Have students take photographs of the bulletin boards they develop and place them in their Education and Training portfolio.  Teacher note: If the TEKS have already been taught, have students locate the TEKS for their particular grade level or content area in mind. If students have already developed a lesson plan (prior to this lesson) for their particular grade level, they may enhance the lesson by developing a bulletin board to correspond with it.  Teacher note: You have the option of assigning this as an assessment grade and/or entering it in the TAFE Bulletin Board Contest. See Enrichment Activity.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing extra time for oral response * frequent feedback * providing peer tutoring * reducing length of assignment * assisting student in gathering information * providing praise and encouragement |
| **Lesson Closure** | Review objectives, terms, and definitions.  Complete graphic organizer, KWL Chart – Bulletin Boards to analyze what they have learned about bulletin boards. |
| **Summative/End of Lesson Assessment \*** | Student projects will be shared with the class and assessed with rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * providing praise and encouragement |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft® Clip Art: Used with permission from Microsoft®.   **Books:**   * Early Childhood Education Today, Twelfth Edition by George S. Morrison  This book is a great resource on early childhood education. It covers the foundation of education, programs, and resources for children and families, educational needs of infants through the primary grades and the special needs of children and families. * Introduction to Teaching: Becoming A Professional. (Fifth ed.). By Don Kauchak & Paul Eggen  For any student going into the teaching profession, this is an excellent choice. It is an easy read for students on all levels. It covers the changing teaching profession, the foundations of education, and how to become an effective teacher.   **Textbook:**   * Brisbane, H. (2010). The developing child. Columbus, OH: Glencoe/McGraw-Hill.   **Websites:**   * Bulletin Boards and Other Displays The University of North Carolina at Chapel Hill outline four ways to use bulletin boards as a teaching tool in the classroom: to reinforce instructional goals, to communicate essential information, to include and motivate students and to make the classroom a more appealing place. http://www.learnnc.org/lp/pages/733 * Bulletin Boards That Make Learning Visible The Harvard Graduate School of Education describes how to create bulletin boards that teach. http://www.makinglearningvisibleresources.org/uploads/3/4/1/9/3419723/bulletin\_boards\_that\_make\_learning\_visible.pdf * HealthyChildren.org Grade school This website contains information about developmental milestones for children of all ages. http://www.healthychildren.org/english/ages-stages/gradeschool/Pages/default.aspx * Interactive Bulletin Boards for Secondary School Mathematics Bulletin boards can be interactive learning tools in the mathematics classroom, and this website gives numerous examples of interactive math bulletin boards with how-to instructions for creating them. It also gives the instructional strategies that go with each board. http://faculty.kutztown.edu/schaeffe/bulletinboards/bbs.html * Pinterest A quick search on Pinterest will give you plenty of examples of bulletin boards in the classroom.  https://www.pinterest.com/erinklein/bulletin-boards/ * Texas Association of Future Educators (TAFE) Advisor Handbook – Competitive Events http://www.tafeonline.org/?page=CompetitiveEvents * Texas A&M AgriLife Extension Service Family and Consumer Science The AgriLife Extension website provides teachers with useful information about educating children. http://fcs.tamu.edu/ * WebMD Growth and development, ages 6 – 10 – what to expect This site has information about the developmental milestones of children. http://children.webmd.com/tc/growth-and-development-ages-6-to-10-years-what-to-expect   **YouTube:**   * December Standards Based Bulletin Board Guide Ms. Daniel from www.msdanielsclassroom.edublogs.org shares her December Standards Based Bulletin Board display. She includes helpful tips and design ideas for creating monthly classroom bulletin board displays that are creative, easy to assemble, low (or no) cost, and demonstrate rigorous student learning. http://youtu.be/vzeMWXWkZog * Getting Creative with Bulletin Boards Slide show of creative bulletin boards. http://youtu.be/OhryLSx1DBw   Multiple Intelligences Thrive in Smartville At the Enota Multiple Intelligences Academy, in Gainesville, Georgia, students know exactly how they are smart. http://www.edutopia.org/multiple-intelligences-immersion-enota-video |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall   Http://www.learnerdictionary.com for pronunciation and meaning of terms |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Promote the use of the pre-reading strategy prediction.  Print, distribute, and discuss, Really Good Bulletin Boards: Making Your Classroom Walls Work for You, at http://www.reallygoodstuff.com/images/art/ReallyGoodStuff\_BulletinBoard.pdf.   * Encourage students to connect reading to their life experiences or prior knowledge.   Word Attack Strategies. Prior to reading, allow students to skim the passage or text, circling words that are unfamiliar to them. Once these words are decoded (glossary, dictionary, dictionary.com, or classroom discussion), the student will have a better understanding of the pronunciation and meaning of the unfamiliar word(s) facilitating comprehension. |
| **Quotes** | A bulletin board is an identity card that has many meanings for children and family. Bulletin boards give the identity of a school. **-Tiziana Filippini, Pedagogical Coordinator, Municipal Infant-Toddler and Pre-Schools of Reggio Emilia, Italy**  Each bulletin board might be considered a gallery space which brings viewers into the intimate life of a classroom and provides a view into the thinking that happens there. There is vulnerability in the very act – for us as teachers, and certainly for students. **-Melissa Tonachel, Kindergarten Teacher, Devotion School**  To ask, ‘why put something up?’ is a powerful way of generating a rationale. Is it to honor kids? Satisfy parents or administrators? Or to truly capture what students are doing? Some displays draw you in so that you no longer see the individual student, but a collective group of students thinking together and make me feel as if I have experienced a special moment for which I was not present. **-Gerardo Martinez, Principal, Devotion School** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal entries:**   * What are the three types of bulletin boards? Describe each one. * How can you create an effective bulletin board presentation? * I can use bulletin boards in my future classroom to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing strategies:**   * Raft   + Role: seasoned teacher   + Audience: first-year teacher   + Format: informative   + Topic: the benefits of a simple, attractive, functional, and appropriate bulletin board |
| **Communication**  **90 Second Speech Topics** | * Purpose of bulletin boards * Types of bulletin boards * How to use bulletin boards as an instructional tool in mathematics * How to use bulletin boards as an instructional tool in reading |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Have students develop a rubric-outlining criterion for assessing elementary school bulletin boards for instructional purposes.  Assign students a project to identify a strategy for working with English Language Learners. It should be one that helps with learning vocabulary or reading skills. The strategy could be one they have observed or one found through researching. They will demonstrate peer teaching when presenting it to the Instructional Practices students.  The mission of Texas Association of Future Educators (TAFE) is to foster the recruitment and development of prospective educators through the dissemination of innovative programming and relevant research. One of the ways we provide character and leadership skills is by encouraging students to participate in TAFE competitions. Students have the option to participate in the TAFE competition – Bulletin Board Contest. Have students read the rules and contest regulations carefully to ensure they understand what the requirements are for each competition. To familiarize themselves with the rules and guidelines of the competition, have the students complete Scavenger Hunt – TAFE Bulletin Board Contest handout. Distribute TAFE Bulletin Board Contest handout to assist in completing the scavenger hunt. Use Scavenger Hunt – TAFE Bulletin Board Contest (Key) handout as a guide to check their answers. |
| **Family/Community Connection** | Note to teacher: Prior to this lesson and with the school administration’s permission, ask the teachers on your campus if they would like assistance with developing bulletin boards in their classroom. See Service Learning Projects.  If your students participate in a learning experience at an elementary school, have the students visit several classrooms to explore various bulletin boards. Have them take notes and report back to the class how the board was used in the classroom. If your students do not take part in a learning experience at an elementary school, then they could view your campus’ bulletin boards. |
| **CTSO connection(s)** | Family, Career, and Community Leaders of America (FCCLA) http://texasfccla.org  **STAR Events:**   * Early Childhood – An individual event – recognizes participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the community. * Focus on Children – An individual or team event –recognizes participants who organize a community service project focused on a specific need related to children in the community. * Teach and Train – An individual event – recognizes participants for their exploration of the education and training fields through research and hands-on experience.   SkillsUSA  http://skillsusa.org  **SkillsUSA Contests:**   * Early Childhood Education – An individual event – recognizes participants who demonstrate knowledge of developmentally appropriate practice and ability to prepare and implement learning activities for children 3 to 5 years old. Contestants will prepare a written lesson plan and take a written test assessing their knowledge of child development and effective teaching strategies.   Texas Association of Future Educators http://tafeonline.org  **TAFE Contests:**  Bulletin Board – An individual or team event that recognizes participants who demonstrate their knowledge, skills, and ability to create a bulletin board display for teaching and/or for student interaction. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see www.ysa.org  Possible idea: Help collect a variety of bulletin board items such as paper, stencils, scissors and more for new teachers to use in their classroom. Classroom supplies can be expensive, and this would be a great way for students to show new teachers they are supported.  Pair up students with a high school teacher on their campus to volunteer his or her services in assisting the teacher with developing his or her classroom bulletin boards. This can be a monthly on-going service learning project throughout the school year. Have students take photographs of the bulletin boards they develop and place them in their Education and Training portfolio. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)