SUGGESTED LONG-RANGE PLANNING STRATEGY FOR TEACHING/GRADUATE ASSISTANTS
SAMPLE BLOCK PLAN
Dr. Donna M. Post

DAY 1 August 19, 2013

Strategies: Mini-lecture, demonstration, Q & A, practice, formative feedback
Objectives: 9th graders can diagram different types of simple sentences
Topics: Why diagram? Procedures; common errors; parts of speech; parts of a sentence; frameworks for diagramming
Activities:

Student:
A. Take notes.
B. Answer and pose questions.
C. Practice diagramming sentences with guidance.
D. Practice diagramming sentences without guidance.
E. (Possibly) complete homework.

Teacher:
A. Prepare lesson materials.
B. Introduce concepts and procedures.
C. Model procedures for selecting, drawing, and completing diagrams/frameworks.
D. Pose and answer questions as needed.
E. Provide group and individual guidance.
F. Provide individual feedback on independent practice sheet.


Workbook: D.N.A.

Handout(s): Handout 1 (of five types of simple sentences to diagram on the appropriate framework)
Handout 2 (with templates of the different frameworks from which to choose)
Handout 3 (with 3-5 sentences for guided practice)
Handout 4 (with 10 sentences for independent practice)

Worksheet(s): See handouts.
Web Site(s): D.N.A.
Media: D.N.A.
Other Material(s): Transparencies for each handout and with blank frameworks.
Homework: Finish independent practice on Handout 4 for feedback.
Assignment(s) Due: Book report #2: Non-fiction

DAY 2
*You may use the words “session” or “segment” if the word “day” is not appropriate in your case, but if you use the alternative words, explain how long the session or segment will last in hours and/or minutes.