

## 4 MAT lesson plan

Class and lesson:	XI Sastra Inggris (Poems) 1	
Presenters / Teachers:	Ibu Getreda and Mr. Vineet	
Objective:	At the end of this lesson, the students are able to <ul style="list-style-type: none"><li>- Identify the poetry devices in poems.</li><li>- Respond to the meaning in poems.</li></ul>	
Resource of Materials Needed:	Buku Bahasa Inggris Be Smarth in English unit 4	
Motivation (warm up) 30 minutes	<div><div><div>1. The students observe the pictures on the book then asking or answering the questions.</div><div>2. Study new vocabularies taken from task 3, 4, and 5, such as:</div></div><div><div><div>Completed = lengkap</div><div>Discovered = ditemukan</div><div>Decided = memutuskan</div><div>Program = program</div><div>Sarnise = menduga</div><div>learning = belajar</div><div>yearning = menduga</div><div>disguise = menyamarkan</div><div>yearning = kerinduan</div><div>wished = berharap</div><div>the fray = keributan</div><div>on a path = di jalan</div><div>determined = bertekad</div><div>aced = kartu as (yang utama)</div><div>flee = melarikan diri</div><div>blessed = diberkati</div><div>seen.</div><div>mean</div><div>finish</div></div><div><div>Detach forever</div><div>envy</div><div>star life</div><div>proud</div><div>disguises</div><div>unresolved</div><div>firefly</div><div>yourself</div><div>person</div><div>dream</div><div>fantasizing</div><div>brighter</div><div>Detach</div><div>features,</div><div>hatred,</div><div>differences</div><div>show</div></div></div></div>	
Presentation (New Material / vocab) 70 minutes	<div><div>3. Play the game Whisper &amp; Write (W2)</div><div>4. The teacher read two incomplete poems: <i>An Education by Jim Martin</i> and <i>Difference by Vincent Tabatha</i>, the students listen while complete the missing words.</div><div>5. Define about poems, poet, and poetry.</div><div>6. The elements of poetry</div></div>	
Practice (Students show their understanding of the material given) 40 minutes	<div><div>7. Read and Discuss the following poems:</div><div><div>- <i>An Education by Jim Martin</i> and</div><div>- <i>Difference by Vincent Tabatha</i>.</div><div>- <i>Look to the Future BY Leah Harlow</i></div></div></div>	
Production (students apply what they have learned) 40 minutes.	<div><div>8. Read and discuss another poem, titled 'If' by Rudyard Kipling dan 'Here' by Philip Larkin Larkin then answer the questions then present it. (formative test)</div></div>	

# 4mat Sample Lesson 1st Grade

**Keengwe, Jared**



#### **4mat Sample Lesson 1st Grade:**

Resources in Education ,1991-04      **4MAT in Action** Susan Morris,Bernice McCarthy,1995      *Handbook of Research on Innovations in Non-Traditional Educational Practices* Keengwe, Jared,2020-12-11 While many school districts and institutions of higher education still cling to the traditional agrarian school year with a factory model delivery of education and Carnegie units based on seat time when most people are no longer farmers factory workers or reliant on learning in a classroom there are bursts of promising practices that buck the norm by questioning the educational value of these traditions Though researchers have investigated the potential of students learning in their own homes via personalized instruction delivered by computers rather than attending traditional institutions the status quo in education has remained stubbornly resistant to change Mixed reality simulations year round schooling grouping students by competencies instead of age and game based teaching are just a few of the educational innovations that seek to maximize learning by recognizing that innovation is essential for successfully teaching students in the modern era The Handbook of Research on Innovations in Non Traditional Educational Practices is a comprehensive reference source that examines various educational innovations how they have developed workarounds to navigate traditional systems and their potential to radically transform teaching and learning With each chapter highlighting a different educational innovation such as experiential learning game based learning online learning and inquiry based learning and their applications in all levels of education this book explores the issues and challenges these educational innovations face as well as their impact It is intended for academicians professionals administrators and researchers in education and specifically benefits academic deans vice presidents of academic affairs graduate students faculty technology leaders directors of teaching and learning centers curriculum and instructional designers policymakers principals and superintendents and teachers interested in educational change      *4MAT in Action* ,1983      Teaching to Individual Differences in Science and Engineering Librarianship Jeanine Mary Williamson,2017-08-11 Teaching to Individual Differences in Science and Engineering Librarianship Adapting Library Instruction to Learning Styles and Personality Characteristics applies learning styles and personality characteristics to science and engineering library instruction After introducing the idea that individuals tend to choose college majors and occupations in alignment with their learning style and personality characteristics the book presents background on the Kolb Learning Styles model the 16 PF Personality Factor framework and the Big Five Narrow Traits personality framework It then reviews extant knowledge on the learning styles and personality characteristics of scientists engineers and librarians Next the book considers general approaches to the personalization of instruction to learning styles and personality characteristics opportunities for such personalization in science and engineering library instruction and science and engineering librarian attitudes towards and approaches to this type of personalization of instruction Best Publication Award ASEE Engineering Library Division Considers teaching and individual differences within science and engineering librarianship Offers a balanced and critical

account of the adaptation of library instruction to learning styles and personality characteristics Cites the dynamic instruction adaptive teaching literature Discusses opportunities and suggestions for incorporating personalization into science and engineering library instruction      **Teaching ESL Writing** Joy M. Reid,1993 Written specifically for graduate students studying to become teachers of composition this text provides well documented specific information about planning curricula developing syllabi for each level of language proficiency in an ESL writing program and day to day lesson plans for all levels of ESL writing classes      **Resources in Education** ,1997      Teaching Secondary School Science Leslie W. Trowbridge,Rodger W. Bybee,1996 This market leading book has been updated to reflect the latest in learning theory science reform and professional development Includes complete chapters on incorporating educational technology into the science classroom classroom management and conflict resolution and teaching science for cultural and gender differences For Educators and School Administrators for Secondary Science      **Teaching Children and Adolescents with Special Needs** Judy L. Olson,Jennifer M. Platt,2000 For courses on how to teach students with mild disabilities The updated edition of this text is structured and organized to include recommendations for teacher effectiveness to fully prepare special education students for their role in the 21st century The text uses a personal tone and interactive approach to present practical research based teaching strategies that relate to everyday occurrences in the schools and describes motivating experience based activities along with detailed lesson plans throughout the text      Accommodating Learning Style Differences in Elementary Classrooms Harvey Pressman,Peter Dublin,1995      **T.E.A.M., the Early Adolescence Magazine** ,1990      **Journal of Developmental & Remedial Education** ,1982      The Journal of Nursing Education ,1986      **Educational Leadership** ,1943      *Motivating Students to Learn* Jere E. Brophy,1998 This text is written explicitly for teachers It offers them principles and strategies to use in motivating their students to learn Although it offers theories that explain students motivational orientations it focuses on strategies teachers can use to optimize those orientations and direct them toward the academic learning goals of the school      **Methods of Teaching** Preston D. Feden,Robert Mark Vogel,2003 METHODS OF TEACHING APPLYING COGNITIVE SCIENCE TO PROMOTE STUDENT LEARNING helps prospective teachers learn how to apply recent findings by cognitive scientists to their classroom practices in order to promote true conceptual change among their students The book focuses squarely on ways to bring about deep rather than surface learning to all students The authors use and model many of the teaching strategies they present focusing on major core concepts and utilizing a rich array of pedagogical features to help prospective teachers build a deep understanding of how people learn and what strategies they can use as teachers to help their students achieve long lasting comprehension Throughout the text the authors emphasize the need to change instruction in light of new findings from cognitive science Planning for instruction behavior management and technology are integrated into each chapter      *Elementary Social Studies* Jack M. Evans,Martha M. Brueckner,1990      **THE Journal** ,1993-08      **Wārasān suksāsāt** ,2014      **The Career Development Quarterly**

,1988

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