



Teacher Tip of the Week



**Points to Ponder
privately...or with
colleagues**

SUCCESS

- Do you think the public's attitude toward teachers has changed recently? If so, in what way?
- What helps you feel like a winner in your classroom?
- What are some strategies that you use in the classroom to help students feel like winners?



**ADVICE AND
SUPPORT...FROM
THE VETERANS**



**MARILYN
HEMONTOLOR**

Celebrating Constitution Week 2007: Do Our Students Know Enough About the Constitution?



Constitution Week September 16-22

Ways to Celebrate the Constitution in the Classroom:

- Read the Constitution with your students at www.house.gov/Constitution/Constitution.html. The language in the Constitution is complex. Students need time to process the information. Divide the Constitution into sections that can be read aloud, discussed and connected to the present day. Take 10 minutes each morning to read a section of the Constitution and discuss the meaning as a class.
- Ask students to write about their weekend and then ask them, "How might your weekend have been different without the First Amendment?" or "Was freedom of expression part of your weekend? If so, how?"
- Assign a scavenger hunt through this week's issue of TIME, Newsweek or a local newspaper to find articles that have a Constitutional connection. Ask students to bring their articles to class and explain the connection.
- Design a survey in collaboration with students based on the Bill of Rights to administer to other students in the school. The survey will help increase awareness of the Constitution and the civil protection it provides for all citizens.
- Research the framers of the Constitution. Have pairs of students create a resume and a letter of interest for one of the attendees of the Constitutional Convention. Students will write as if the framer was submitting an application to attend the Constitutional Convention.

SOCIAL STUDIES, SOUTHSIDE ELEMENTARY

I think one of the most important things to tell a new teacher is don't be afraid to ask an experienced teacher for help or advice. You are going to be faced with things that were never taught in school. More experienced teachers have already dealt with lots of the same issues they face. They will be glad to help.

Also you will run into procedures and activities they weren't told about. Ask someone what's going on, what to do. You really weren't left out intentionally, it's just hard to remember everyone hasn't been in the school forever. Teachers that you work with will gladly explain if you ask.

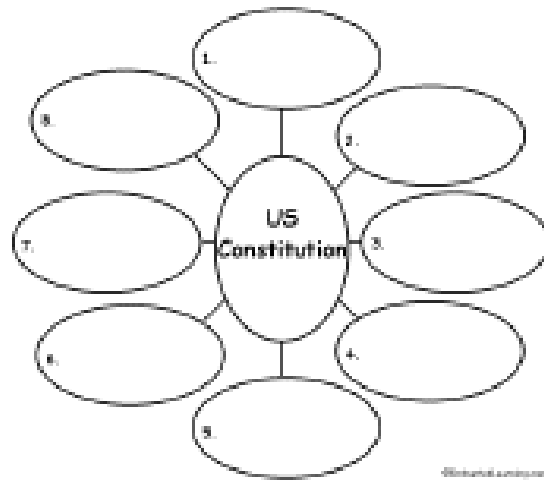
One more thing that I told my daughter and some of her friends when they went into teaching; don't come in and act like you have all the answers and everyone else is wrong. Experienced teachers can learn from new teachers and new teachers can learn from experienced teachers. The key is how you share your ideas with each other.



TEACHER TIPS.....ON STUDENT MOTIVATION

Here are six actions you can

- Invite a public office holder in your state to explain the election process from the point a candidate decides to run until the person is elected. What are the rules and restriction that all candidates must adhere to?
- Define the following words and then ask students to create a board game or crossword puzzle including the words and definitions: reapportionment, duties, redistricting, imposts, gerrymandering, excises, impeachment, habeas corpus, quorum, bill of attainder, filibuster, cloture, pocket veto, line-item veto, legislative veto, enumerated powers, implied powers, inherent powers, direct taxes, executive privilege, judicial review, judicial restraint, judicial activism, loose construction, strict construction, ex-post-facto laws
- Explore and report on the Supreme Court activities by going to www.supremecourtus.gov and reading the latest slip opinion or the oral argument transcripts of cases brought before the Court.



Think of and write eight words related to the US Constitution. Then, for each word, write a sentence using that word.

Teaching With Documents: Observing Constitution Day

take continually to help motivate students. First, anticipate the work and problems of students accurately so you will know when they are likely to be “bogged down”. Second, answer questions—and be able to get the answers to questions if you don’t have them. Third, provide all the necessary materials and instructions for students to do the work successfully. Fourth, treat students with dignity and courtesy—even when they are behaving poorly or when you are correcting or criticizing. Fifth, be quick to give praise when it is appropriate. Sixth, roll up your sleeves, get your hands dirty, and help students do the work when a situation calls for such action.—The Master Teacher



HELPFUL WEBSITES FOR TEACHERS

www.hannahmeans.bizland.com/

Interactive websites provide standards-based cross curricular web resources designed to enhance online learning opportunities. These sites interact with the user usually through either a text-based or graphical user interface.



Background

On September 17, 1787, the delegates to the Constitutional Convention met for the last time to sign the document they had created. The National Archives and Records Administration celebrates this important day in our nation's history by presenting the following activities, lesson plans, and information. We encourage teachers and students at all levels to learn more about our Constitution and government.

Activities

- Find out about the [39 delegates](#) who signed the Constitution on September 17, 1787.
- Explore in this [simulation](#) how the members of the Constitutional Convention might have felt as they gathered in Philadelphia's Independence Hall and began the arduous and memorable task of writing the United States Constitution.
- Uncover the issues involved in the creation and ratification of the United States Constitution and the new government it established in this Teaching With Documents lesson on [Delaware's ratification](#).
- Following ratification, the next task was implementation. Analyze historic documents and determine the extent to which the Constitution provided for the [reestablishment of the Navy](#).
- Discover additional information about the Constitutional Convention and the ratification process and dozens of fascinating facts about the [Constitution](#).
- Learn about a [teaching unit](#) containing a set of 34 document reproductions related to the Constitution and a detailed Teacher's Guide, available for purchase from the National Archives and Records Administration.



Words of Wisdom



To wear your heart on your sleeve isn't a very good plan; you should wear it inside where it functions best.

Margaret Thatcher



It's All About the Kids

Kids are and always will be what great teachers live for. Their smiles are an antidote to a bad day, and their progress is an unending source of satisfaction. Without exception, all teachers spoke effusively of their love for children and commitment to their learning progress.

"I still can not get used to how much my heart soars with every student's success, and how a piece of my heart is plucked away when any student slips away."—Delissa L. Mai, 9th

New Teacher Support Participants



CARA HARRIS

WATERTOWN ELEMENTARY/ART TEACHER

WHY DID YOU BECOME A TEACHER?

"I love art and teaching so what a better career to go into than being an art teacher! I want to strive to be a positive influence for today's students and build student confidence while teaching the visual arts. (And I love writing on the dry easer board!)"—Cara Harris



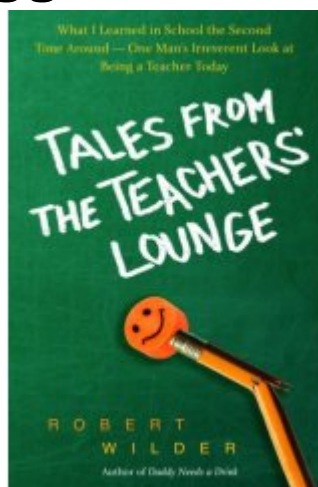
KENNETRA PRICE

LEBANON HIGH SCHOOL/CHEMISTRY

WHY DID YOU BECOME A TEACHER?

"President Bush was asking for qualified people in other fields to consider teaching in order to make sure America continues to move forward in education. I thought about his request and considered that I have the heart and the ability to teach chemistry. So her I am—answering the call!"—Kennetra Price

Suggested Reading for Teachers



Tales from the Teachers' Lounge: An Irreverent View of What It Really Means To Be a Teacher Today

By Robert Wilder

After giving up his advertising job and moving to Santa Fe with his wife, Wilder (*Daddy Needs a Drink*) decided he needed a day job, so he signed on as an assistant

grade, Wyoming

"You can never go home without a smile on your face when you teach kids. I was always beaming at the end of the day. And it was so inspirational each morning to see that the kids were excited to be back at school. I would meet their buses and they would be making happy faces to me against the bus windows. Their love is unconditional."—Christopher D. Markofski, kindergarten, Washington

"There is nothing like the look in a child's eye when you reassure them that you, too, lost your library book, or that you also felt sad and alone when your parents got divorced. Another joy is hearing 'Hey, look at my story now. I'm using capitals and periods.' One of my jobs is being a source of building self-esteem in a child. This gives more satisfying prestige than any other that could be earned. For me, my greatest sense of accomplishment and personal satisfaction comes from seeing my students comfortable with who they are and eager to embrace the world around them." Terra N. Hess, 1st grade (inclusive), California

"The *kids*, they made it all worthwhile. One boy was my guardian angel to make sure that I survived. He would say, 'I really liked your class.' I expected hints of that feeling, but hearing it and feeling it are different things. The emotion was unbelievable when the children left." —Thomas R. Leinheiser, 3rd grade, Alabama

first-grade teacher at a local alternative school. Its New Age pedagogy—pursuing kindness and peace, counting games with recycled organic materials, etc.—was fine, but he was spending most of his time tending a delusional nine-year-old girl, flushing bad boys' turds down the toilet and coping with hippie parents in denial about their bullying son. So he shifted to teaching seventh grade in a private day school, where there was just the usual preteen wackiness. Some days, so many of his students were hoisting the middle finger, a passerby might think he was teaching a lesson in profanity for the hearing-impaired. Teaching taught Wilder much about what to avoid, as a parent—especially about not being a helicopter parent, obsessively hovering over his kids' every move. He also learned there are two sides to this *carpe diem* coin—we want our kids to go ahead and try everything, but we're uncomfortable when our toddlers actually start dancing with the cross-dressers on Halloween. Wilder may be a bit potty-mouthed for the mainstream parenting shelf, but he's honest and funny.



Marzano's Nine Essential Instructional Strategies

Number Four: Homework and Practice

Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

Applications:

- * Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.
- * Tell students if homework is for practice or preparation for upcoming units.
- * Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

- * Assign timed quizzes for homework and have students report on their speed and accuracy.
- * Focus practice on difficult concepts and set aside time to accommodate practice periods.

Next week: #5 Nonlinguistic representations

Need a Laugh?

E-mail
→ Me ←

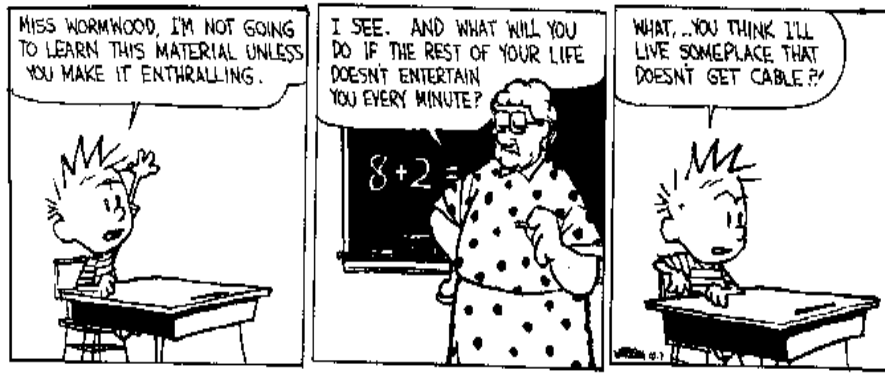
Contact Us

edwardst@wcschools.com

Website

www.wcschools.com

Calvin and Hobbes



Teacher: If you had one dollar and you asked your father for another, how many dollars would you have?

Joe: One dollar.

Teacher (sadly): You don't know your arithmetic.

Joe (sadly): You don't know my father.

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