



Teacher Tip of the Week

New Teacher Support Program 2009-2010

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New Teacher Support
Program
Wilson County Schools
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HOW TO DO IT— CHECKLIST



Procedure for Quieting a Class

1. Freeze
2. Turn and face me; pay attention and keep your eyes on me.
3. Be ready for instructions. I will have something.
4. Wait for students to comply before stating what to do next.



Read to a your students on Read Across America Day



Mr. Davis reading to students on Read Across America Day

"You're never too old, too wacky, too wild, to pick up a book and read to a child."

What better way to celebrate Dr. Seuss's birthday than reading to a child? On the evening of March 2nd (Dr. Seuss's birthday), Random House

and the National Education Association (NEA) urge you to participate in the second annual Read Across America and read to a child.

WHY CELEBRATE DR. SEUSS?

Dr. Seuss epitomizes a love of children and learning. Also, his use of rhyme makes his books an effective tool for teaching young children the basic skills they need to be successful. When we celebrate Dr. Seuss and reading, we send a clear message to America's children that reading is fun and important.

Here are several lesson plan ideas from Education World for the special day:

ROUND ROBIN READING QUIZ

A Note About This Lesson

This lesson has cross-curricular applications; it can be used in science and history classes, as well as in reading classes.

Before the Lesson

Before the lesson, make appropriate reading selections for your class or for groups within your class. For younger students, the selection might be a short story from a basal reader. For older students, the reading might be a short story or part of a chapter from a content reading book. For each reading selection:

Write 9 comprehension questions on (different levels of comprehension, not necessarily all literal questions). Write each question on a different card. Arrange the 9 cards in groups of 3. Place each group of 3 cards into a small envelope.

place the three envelopes in a larger envelope labeled with the title of the reading passage, story, or book.

The Activity

Arrange students into groups of three. Provide each student in each group with the same text selection. (Students can read the text to themselves, or they might read it in round-robin style, reading a paragraph or page at a time.)

Another idea: If students are reading in round-robin style, identify a "Poison Word" for each story. The poison word is a word that appears fairly regularly within the text. When the student who is reading aloud comes to the poison word, that student stops reading and the next student picks up from there... until that student comes to the poison word. And so it goes.

When students finish reading, provide each group with the envelope containing the comprehension questions and have each student in the group choose one of the small envelopes inside the larger envelope. Students work on their own to answer the questions in the envelopes. They then discuss their answers within the group and make any necessary changes. When the group's work is done to their satisfaction, they tape together their cards or glue their answers to a sheet of construction paper and hand them in for a group grade.

MAY I TAKE YOUR ORDER, PLEASE? (A SEQUENCING ACTIVITY)

In this lesson, students read a story and create a sequencing activity for their classmates to try out. The skill of sequencing, while often considered a "reading" skill, can be easily applied to all content areas. For example, in science class, the steps leading up to a volcano eruption, the process of uncovering a dinosaur, and other topics lend themselves to this kind of sequencing activity. In history class, the events leading up to a war or the steps toward electing a president could be used as the basis for the lesson. Continued on page 2...

Read Across America lesson plans for the classroom

(continued from page 1...)

Before the Lesson

For this activity, it is important to choose stories with which your students are *not* familiar. Your school might have older basal readers, or multiple basal programs; if so, a program you are not using in class might be a good source of material. The Internet can be a good source of stories too.

For this activity, you need copies of at least two stories. If your class includes a wide range of reading levels, you might want to have multiple pairs of stories.

The Lesson

Arrange students into pairs. Give each student in a pair a copy of a different story. Provide time for students to read their stories, and then have them make a list of events that occurred in the story. The list of events should appear in the order in which they occurred. Lists should include at least five -- and no more than seven -- events. Once they have created their lists, have students rearrange the events so they do not appear

in the order in which they happened in the story. (They keep the copy of the events in order to serve as an answer key.)

Have students in each pair exchange stories and papers. Then, students read the new story and list the events in the order in which they occur. Have partners check each other's work, and then work together to correct any errors, whether those errors were in the writing of the questions or the completion of the activity.

Extension Activities

Now that students have seen some of the problems that might occur in writing a sequencing activity, have each student create a sequencing quiz for a book from the classroom library. Students can insert the quiz into the book, so it is available for students who read the book in the future. Students might use a word processing program to create their sequencing activities, arranging the events in the activity by copying and pasting them

into a new document.

WHICH WORD?

Builds sequence and word recognition skills

Focus students on a particular story or chapter of a text. Select a "mystery word" from the selected text, write that word on a piece of paper, and give students a clue about the word's location in the text. For example, say *I am thinking of a word on page 63. Students take turns asking yes-or-no questions that will help them zero in on the correct word. For example, the first student might ask, "Does it come after the word "time" on that page?" or "Is it before the word "special"?" Your responses will help students zero in on the possibilities.*

Each student, at the start of his or her turn, has the opportunity to guess the word. If the guess is correct, that student earns a point and a new word is selected. If the child's guess is incorrect, he or she is out of the game until the next round.



"Sometimes questions are more important than answers."

—Nancy Willard

After students have learned the rules of this game, they can play it on their own in small groups. In small groups, each student plays a more active role in the game.—*Education World*

A New Series: Testing Tips for Students #9



Now that standardized tests are drawing near, a new series to help students and teachers prepare for the months ahead:

Prepare students for multiple choice tests by teaching them the concepts of "process of elimination" and "educated guesses." Show students how to eliminate choices they know are wrong, and then look for the correct answer among the choices that are left. Explain that they can use the process of elimination followed by an educated guess to increase their chances of choosing the correct answer -- even when they don't know which answer is correct.

'09-'10

NEW TEACHER SUPPORT PROGRAM
PARTICIPANTSKeri Schmidt

Watertown Elementary

7th-8th grade Language Arts

WHY DID YOU BECOME A TEACHER?

"I want to be able to help children shape their own future. The best way to do that is by being a teacher. I want to be a part of the lives of the children who will shape the future of our world. Children are so inspiring. If teachers can give them an enriching educational experience, we have an amazing future ahead of us. I want to provide children with opportunities to learn about themselves, the world around them, and how they can impact that world in a positive way."—Keri Schmidt

Robyn McAdoo ArringtonSystem WideESL Teacher

WHY DID YOU BECOME A TEACHER?

"I could say I became a teacher because of the children—and that would be true. I could say I became a teacher because I loved learning and sharing my enthusiasm for learning—and that would be true. But, the real reason I wanted to become a teacher was to be part of a community, all focused on the same goal, helping and supporting one another to reach it."—Robyn Arrington McAdoo

Off the shelf:



Chicken Soup for the Soul :
Teacher Tales: 101 Inspira-
tional Stories from Great
Teachers and Appreciative
Students

by Jack Canfield, Mark Vic-
tor Hansen, Amy Newmark,
Anthony Mullen

There's always that one special teacher or student, and Chicken Soup for the Soul: *Teacher Tales* regales all educators with its heart-felt, inspiring, and humorous stories from inside and outside the classroom. Stories from teachers and students about their favorite memories, lasting lessons, and unforgettable moments will uplift and encourage any teacher. A foreword by Anthony Mullen, 2009 National Teacher of the Year, and stories from all the 2009 State Teachers of the Year.

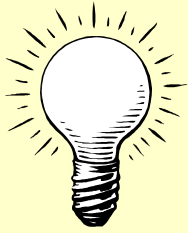
There is a lot of buzz about this book in the teaching industry and those teachers who don't receive it as a gift are sure to buy it for themselves, to read these 101 true stories by great teachers and appreciative students, with lots of laughs, poignant moments, and some tears too.

TEACHER WEBSITE of THE
WEEK:

<http://www.nationalgeographic.com/xpeditions/>

NATIONAL GEOGRAPHIC XPEDITIONS

Separate from the regular National Geographic site, this is a very ambitious project to provide materials for teaching geography and world studies keyed to the national standards established in 1994. Check out Xpedition Hall which uses a great deal of QuickTime VR and other multimedia tools (bring your fast connection!) to provide interactivity in a series of exhibits on different aspects of geography. An especially nice feature of the site is the huge catalog of maps that can be customized and printed on standard-sized paper for use in classroom activities. This site is part of the Thinkfinity partnership.



Strategies for Teachers . . .

Think-Pair-Share

What is it?

Think-Pair-Share is a cooperative learning strategy, which allows students to think about a question/idea/issue/notion and share their thoughts with a partner before discussion in a small group.

What is its purpose?

The strategy allows students to share their thoughts in a non-threatening situation and involves all members of a group rather than the more confident, articulate few. Students learn to share with a range of class members rather than remaining within their peer group. The opinions of all members of the class are valued. The focus is on short-term, purposeful talk.

How do I do it?

Explain the purpose of the strategy to the class and the idea/issue/problem, which is to be discussed. A revision of listening skills is also useful here. (Eye contact, non-verbal encouragement such as nodding, no put downs, no interrupting.) The process may include the following steps:

- Identify the point of discussion
- Allow think time as students think individually
- Have students face a partner and share their ideas
- The pair contributes to a larger group or the whole class and ideas are recorded

Use the shared list of ideas for future work or to create a new idea

How can I adapt it?

Double up a Think-Pair-Share into a Think-Four-Share where two pairs share and one member of the group acts as reporter.

How can it be used to evaluate students' language learning?

Listening skills, communication skills, using appropriate structures and features of spoken language, effective note taking and co-operative skills are most effectively assessed when using this strategy.



MARK YOUR CALENDAR

AMERICAN RED CROSS MONTH

NATIONAL CRAFT MONTH

OPTIMISM MONTH

NEWSPAPER IN EDUCATION WEEK

February 1-5

RETURN THE BORROWED BOOKS WEEK

February 1-7

PEACE CORPS DAY

March 3

NATIONAL BE HEARD DAY

March 7

BARBIE DAY March 9

