



Teacher Tip of the Week

New Teacher Support Program 2009-2010

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New Teacher Support
Program
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“Nip it in the bud”—Classroom management strategy from the wisdom of Mayberry

The Andy Griffith Show is one of the most famous shows in the history of television. Almost anything you need to know about life can be learned from Andy and the gang from Mayberry. Although Sheriff Taylor portrayed the voice of calmness and reason, the most memorable character may be his legendary counterpart, Deputy Barney Fife. Although he represented the antithesis of calmness and reason, Barney was not without his wise moments, one his most famous being, “You’ve got to nip it, nip it in the bud!” by this, of course, he meant that it is very important to deal with small issues before they become big ones, just as if you nip the bud of the plant, you prevent it from reaching full bloom. Let’s take Barney’s advice into the classroom.



CLASSROOM SOLUTION AND STRATEGY

The most effective teachers agree that, on a daily basis, we have to “nip it, nip it in the bud,” by ensuring that when minor problems occur, we address them before they become bigger problems or, worse yet, daily habits. None of us want to see little annoyances become debilitating problems. It is much easier to call a parent and ask for his help with a small behavior or academic issue before it reaches full bloom than it is to have a conversation after you have reached the breaking point and the student’s grades have fallen and/or the discipline problems have escalated. It is also much easier to have an immediate and private conversation with a student who walks into class appearing upset than it is to ignore it. Ignoring it will often lead to the student’s acting on his upset feelings in an inappropriate manner.

It is also essential that you make sure that your approach to a problem is not an escalator in itself. Stopping class

and humiliating a child in front of his peers will do little to nip it in the bud. As a matter of act, this approach will most assuredly add more weeds to your garden!

Effective teachers know how to stop potential problems and nip them, nip them in the bud. This is why they have very few serious discipline problems. In actuality, they face the very same challenges that less effective teachers face, as they all deal with children. And children will act like children, must to the surprise, sometimes, of less effective teachers. Also, much to the surprise of less effective teachers, it is not the effective teachers just “get all the good kids.” the difference is that the effective teacher nip buds on a daily basis, allowing only desirable, beautiful plants to flourish in their gardens of students.—
Annette Breaux & Todd Whitaker, 50 Ways to Improve Student Behavior

HOW TO DO IT— CHECKLIST



Record Infractions of the Rules

Keep a record of when students break rules. The record will help you determine consequences and will serve you when communicating with parents. You may want to limit this to major infractions, since recording every incident, no matter how small is time-consuming and may become overly burdensome. Be sure to treat all students equally when recording infractions to ensure fairness. Keep your records simple so that they are easy to understand and do not take too much time.

ORIGIN: “NIP IT IN THE BUD”

In the late 1500s the phrase *nip it in the bloome* is the known origin and helps in understanding the true meaning of the saying [\[source\]](#).

Nip it in the bud refers to pruning a flower at the budding stage and it comparable to heartburn suppression: you want to stop it before it starts to escalate. The transformation in connotation may have come from the general English of the 1960s or more specifically *The Andy Griffith Show*. In the show they weaved the phrase with a lesson in child discipline.

Eating Up Idioms: A lesson plan in celebration of Nutrition Month in the Schools

LESSON PLAN



Chances are you've never stopped to realize how many English-language idioms relate to food. This activity is a fun one to do during National Nutrition Month (March) or any time of year. Write on a chart a few of the statements below. All of them contain an idiom related to food. Call on students to read the sentences and to explain the special meanings of the idioms in them.

- Thomas needed money for the movie so he had to butter up his father.
- That college only accepts students who are the cream of the crop.
- She turned as red as a beet when I caught her cheating.
- Marco acted as cool as a cucumber on the day of the big race.
- Jake said the test would be a piece of cake.
- Maybe he was telling the truth, or maybe he was full of beans.

- At the bake sale, my mother's brownies sold like hotcakes.
- People were packed in like sardines on the subway train.
- My mother works hard to bring home the bacon.
- My father stopped to chew the fat with our neighbor, Mr. Jones.

IDIOM

An *idiom* is a phrase with a special meaning that might not be understood by looking at the meanings of the words that comprise it.

- Oresha and I went to the game to egg on our team.
- My aunt's ring looked expensive, but she got it for peanuts.
- The puppies in the cage were going bananas.
- Stephanie is the apple of her father's eye.
- My teacher told me I had to beef up my report on George Washington.
- Jack Traxel is the big cheese at the cable company.
- It was so cold I practically froze my buns off.

- Even though Paul worked at the job, he wasn't able to cut the mustard.
- I opened my big mouth at the wrong time, so now I have to eat my words.
- So that's the problem in a nutshell.
- Books by that author are not my cup of tea.
- The vase was broken so there was no use crying over spilled milk.
- The little Jackson boy is a bad egg.
- I was embarrassed to give my piano teacher such a cheesy gift.
- We should have known the half-baked idea would not work.
- Please don't spill the beans about the surprise party.
- The souped-up car made so much noise that our neighbors called to com

After discussing the idiom phrases, assign a phrase to each student. Encourage them to have fun "playing with the words" as they illustrate the meaning of each idiom. For example... The illustration of the sentence *Thomas needed money for the movie so he had to butter up his father* might show Thomas using a basting brush to cover his father



"... our job as educators is to listen to what parents and students are telling us."

—Arne Duncan,
Secretary of Education

in butter as his father reaches into his wallet to pull out a \$10 bill.

The illustration of the sentence *She turned as red as a beet when I caught her cheating* might show a student whose head is in the shape of a red beet when she gets caught cheating.

Use students' illustrations to create a class book or a bulletin board.



A New Series: Testing Tips for Students #10

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

Each week, in each subject area, present to students one question in the test format they will find on the standardized tests given in your state. Provide opportunities for students to discuss the format and offer suggestions for addressing questions in that format.

'09-'10 NEW TEACHER SUPPORT PROGRAM PARTICIPANTS



Kristi Galligan
Wilson Central High School
English II & Theatre

WHY DID YOU BECOME A TEACHER?

“When I went to college originally, I did not know what I wanted to be when I grew up. I dropped out of college to find myself. Married, widowed, two children and twelve years later, I returned to school to be a teacher. I decided to pursue teaching because I felt called to it. Even when not teaching, I sought teaching through leading Bible studies, substituting in the school system, and teaching in Mother’s Day Out programs. Teaching fulfills my desire to use my creativity, my knowledge, and my talents to educate our youth. It fulfills my needs as a single parent and my desire to have a solid retirement plan! I am so excited to be teaching in Wilson County and at WCHS.”—Kristi Galligan

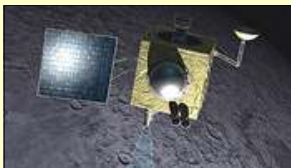


Michael Davis
West Wilson Middle School
Physical Education

WHY DID YOU BECOME A TEACHER?

“I became a physical education teacher because I have always enjoyed sports and athletics. I want to help students build a basic foundation of athletics and fitness. If students have a basic knowledge and understanding of physical activity then they will be more likely to subscribe to a healthy lifestyle now and in the future. I also saw a need for good physical education due to the growing obesity rate, and finally, I enjoy sharing what I love with others.”—Michael Davis

TEACHER WEBSITE of THE WEEK:



<http://solarsystem.nasa.gov/index.cfm>

Solar System Exploration

NASA has done a great job of packaging a lot of resources and information into an easy to use interactive site. The Flash interface on the main page lets you get brief descriptions of each of the planets in the solar system (plus the asteroids, of course) along with information about NASA missions to each. The multimedia section contains hundreds of still pictures, videos and space art by kids. Check the Interactive Section for some excellent interactive Flash movies about the solar system and other aspects of space exploration. Some of this material has been on other parts of NASA’s site but now everything is brought together in one location.

Off the shelf:



Reading Power: Teaching Students to Think While They Read
 by Adrienne Gear

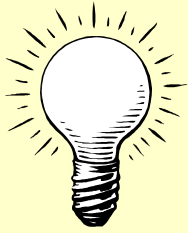
Reading Power promotes reading comprehension with a wealth of effective strategies that help students think as they read. Teachers will learn how to engage students and create powerful opportunities for a more interactive, thoughtful reading experience that improves comprehension.

Built around the strategies that proficient readers use – or “reading powers” - the book recognizes that teachers are implementing strategies from many sources and offers simple applications that can be incorporated in any classroom.

The book is organized around five reading strategies or reading powers — Connect, Question, Visualize, Infer, and Transform. Each chapter includes:

- a song or chant to use in the classroom for each power;
- suggestions for introducing each reading power;
- sequential lessons that incorporate teacher modeling, guided practice, and independent reading;
- ready-to-copy pages that support the sequential lessons;

The book uses authentic children’s literature and includes ideas for modeling demonstrations, encouraging practice, and nurturing independent reading. Extensive lists of children’s books, organized around grades and reading power, with suggestions for assembling classroom book collections, are an important part of this practical book.



Strategies for Teachers . . .

Book Share

What is it?

Students provide the class with an oral report based on a text they have read.

What is its purpose?

It provides experience for students in:

- Speaking in an organized, sequential manner
- Providing information to a known audience
- Expressing a range of opinions
- Developing positive attitudes towards reading

Sharing a range of texts which others are encouraged to read

How can I do it?

Students will need to engage in a reading program whereby they are encouraged to select from wide ranging texts of their own choice- with an enthusiastic and well informed mentor as a guide. (teacher, librarian, peer, parent, etc.) Time is allocated in class for reading and approaches to book reports are modeled and practiced in discussions and reading conferences. All students negotiate a suitable time to present their oral report, and individual assistance is provided where needed to plan the content of the Book Share. Students bring the text and present their ideas plus a reading from the text if they choose to. The teacher responds by providing positive feedback on those aspects of the report that have been tackled well. In terms of assessment, a card system, which provides brief, anecdotal feedback, would be useful to the student and the teacher.

How can I adapt it?

Regular recommendations of texts at the end of Sustained Silent Reading are a useful adaptation. Particular genres may be visited. The teacher presents a Book Share to model a range of approaches and to provide positive feedback about reading.

A book share which focuses on

- The structure of texts
- Dominant reading of texts

Texts that don't work

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

There is a range of possible assessment outcomes in using Book Share including understanding of the following:

- Linguistic structures and features
- Contextual Understanding
- Genres/Text types

Speaking and Listening skills



MARK YOUR CALENDAR

SAVE YOUR VISION MONTH

WOMEN'S HISTORY MONTH

YOUTH ART MONTH

NATIONAL
PROCRASTINATION WEEK
March 1-7

CELEBRATE YOUR NAME
WEEK
March 7-13

NATIONAL GRAMMAR DAY
March 4

TOY SOLDIER DAY
March 4

DAUGHTER'S AND SON'S
DAY
March 7

