



Teacher Tip of the Week

New Teacher Support Program 2009-2010

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March 2010

Vol. 5 Issue 24

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New Teacher Support
Program
Wilson County Schools
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Women's History Month provides valuable resources for the classroom curriculum

The overarching theme for March 2010 is *Writing Women Back into History*. In 2010, in celebration of our 30th Anniversary, we are also highlighting themes from previous years. Each of these past themes recognizes a different aspect of women's achievements, from ecology to art, and from sports to politics.

The history of women often seems to be written with invisible ink. Even when recognized in their own times, women are often not included in the history books.

National Women's History Month provides an excellent venue to recognize and celebrate women's historic achievements as well as an opportunity to honor women within our families and communities. What will you do to celebrate National Women's History Month?

Here are some lesson plan suggestions that can be adapted for use by many classroom teachers:

Explore the accomplishments of women in U.S. history with your class by creating a scrapbook that highlights the accomplishments of famous American women.

- First, decide how to organize the scrapbook. Group entries thematically, such as Women in Sports, Women in Politics, or Women in Science. Pages can be arranged chronologically, by date, year, or decade. Students may also choose a unique approach, such as Women's History A-Z, with an entry for each letter of the alphabet. get started.
- Have students work individually, or in groups, to complete each page. Each entry should include biographical data, a photograph or

other representation, and a summary of the famous woman's contribution to history. Your completed scrapbook can be displayed in the school library during Women's History Month and can serve as a reference tool in your classroom. You may also want to expand this activity to include women's contributions to world history.

2010 National Women's History Month Quiz

1. Which President issued the first Presidential Proclamation declaring March as the first National Women's History Week? ([President Jimmy Carter](#))
2. In what year was the first Presidential Proclamation made that designated National Women's History Week? ([1980](#))
3. Why was the week of March 8 chosen as time for the celebration? ([March 8th is International Women's Day](#))
4. In what year did Women's History Week become Women's History Month? ([1987](#))
5. What does the President do each year in celebration of National Women's History Month? ([The President issues a National Women's History Month Proclamation every March](#))



HOW TO DO IT— CHECKLIST



Encourage Strong Voices

Ask students to speak in a strong, clear voice so everyone can hear. Explain that the students' ideas are important and that you want to support them in practicing how to speak so everyone can hear them. When students speak in a soft voice, tell them that you are interested in what they have to say. Ask them to repeat what they have said in a strong, clear voice so everyone can hear. That said, be respectful of the fact that some students are naturally shy or quiet. Don't belabor or exaggerate the point.

GREAT WEBSITE FOR WOMEN'S HISTORY RESOURCES:

<http://www.teachervision.fen.com/womens-history/teacher-resources/6678.html>

Where are tomorrow's leaders? How to teach leadership to high school students



“The whole purpose of education is to turn mirrors into windows.”

—Sidney J. Harris

to their leaders even if the resolution isn't what the followers preferred.

“Management is doing things right; leadership is doing the right things.”

There are those who believe that great leaders are born and not taught. Some believe that you can teach anyone to lead. Yet regardless of the tools a person has, leadership will only develop if a person decides to use his abilities and apply lessons learned. Teaching leadership can turn and inspire students to become better than they are.

Step 1

Preach what you practice. High school students are still impressionable, despite the assumption that they can be rebellious and independent. They still believe most of what they see and not what they hear. Whatever you teach them, especially when it comes to life lessons, you must embody the principles first. If you say leadership can be shown through volunteering with Big Brothers and Big Sisters, you should already be or have been in the program or a similar one.

Step 2

Use technology and entertainment to your ad-

vantage. There are many popular current movies and DVDs that have great examples of leadership. "The Lord of The Rings" shows great examples of how a character influenced his friends to help by overcoming his own fears and completing his mission with the ring. "Remember The Titans"



shows how great leaders put aside their differences and take responsibility for their actions. Watch some of these movies and use certain scenes as leadership talking points.

Step 3

Use interactive exercises that allow students to explore leadership skills. There are many great leadership exercises (see Resources below) that give students situations that they must work

through together to come up with their best solution. Most of those exercises aren't about the solution but about the process. Be careful to just facilitate the exercises and not interfere. Set time limits and make sure to come up with questions to ask before your students begin.

Step 4

Emphasize that good leadership also involves good followership. This is a fact that can be left out in many leadership discussions. Good leaders know how to follow the examples of other leaders, thereby enhancing their own strengths. Following involves anticipating the needs of their leader, doing the right thing when he isn't looking and resolving conflict behind closed doors with proposed solutions instead of complaints.

Step 5

Teach basic conflict resolution techniques. There are times when leaders will conflict with their followers or see conflict amongst their followers. Conflict resolution techniques, when properly used, can create trust from followers

A New Series: Testing Tips for Students

#11



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

Reduce students' test anxiety by assuring them that the test scores will not affect their classroom grades. Help students understand that the tests will be used to evaluate overall student performance and to improve instruction.

'09-'10 NEW TEACHER SUPPORT PROGRAM PARTICIPANTS



J. D. Douglas
 Lebanon High School
 Physical Education\Wellness

WHY DID YOU BECOME A TEACHER?

"I felt that some of the most influential people in my life were my teachers. I had teachers that would challenge me on a daily basis. And because of that I am a better person today. And I feel if I can be an influence and challenge my students and make them better people, then it is a good thing."—J. D. Douglas



Ashley Bennett Orzechowski
 Wilson Central High School
 Business & Accounting

WHY DID YOU BECOME A TEACHER?

"To create an environment of inspiration, persistence and perseverance and to be able to help motivate students to reach their goals. I also want to serve as a leader so the students are given direction whenever they need it."—Ashley B. Orzechowski

March 30—Classroom Management & Discipline In-service

*Required for New Teacher Support Teachers

*4:00-6:00 pm TTRC



TEACHER WEBSITE of THE WEEK:

<http://maps.google.com/>

GOOGLE MAPS

Finding maps may not seem like the most exciting thing to find on the net but this site is more than that. In addition to seeing the maps of any location, at almost any scale, one click can show a satellite photo of the area or a hybrid photo with street and location names superimposed on it. The real power of this site is that many people are using the data to create customized map for many different purposes.

Off the shelf:



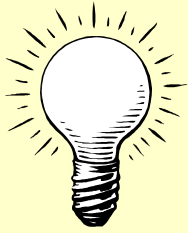
Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers
 by Beverly Tyner

Classroom tested and research based, the Small-Group Differentiated Teaching Model provides effective reading instruction to meet the needs of each classroom's broad range of learners. Easy-to-use lesson plans and activities support the five stages of reading-emergent, beginning, fledgling, transitional, and independent-and the accompanying CD features a wide assortment of materials that will help you implement the lessons.

In this revised and fully updated new edition of her bestseller, author Beverly Tyner provides

- Revised lesson plans that include more hands-on student involvement
- Additional assessments to monitor students' progress
- A chapter dedicated to the topic of effectively engaging the other students in independent activities as they relate to the stages of reading development
- A scope and sequence for word study for each stage of reader

Although intended for primary-grade teachers and reading specialists, the book also offers a solid basis for teacher training and reading intervention programs, including Response to Intervention. A companion DVD series is available for use in professional development contexts.



Strategies for Teachers . . .

Cloze

What is it?

The teacher prepares a text for cloze by deleting some carefully selected words. Students, usually working together, read the text and supply appropriate words to fill the gaps.

What is its purpose?

Cloze is useful for drawing attention to particular features of texts in order to help students to understand how texts can be interpreted or constructed.

How do I do it?

Select a passage text of appropriate level that is relevant to the topic/unit of work on which students are working. This text can be reproduced in written form so that students have their own copies, or it can be a common text in the form of, for example, a big book or an overhead. Choose the particular language feature(s) you wish to focus on, and delete words accordingly. Either individually or in groups, students choose words to fill in these gaps so that the text makes sense.

How can I adapt it?

Cloze can be used to teach and assess a range of skills and understandings. For example, teachers can use cloze to decide the extent to which students:

- understand the structure of the text;
- understand language features including grammar;
- identify and use context cues;
- use a range of listening strategies;
- use a range of reading strategies; and

use a range of spelling strategies.

Cloze can be used in poetry and prose to highlight the author's word choices. Deleting title, adjectives or verbs for students to replace can lead to intense and valuable discussions about layers of meaning, and the connotations of particular words.

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

During the task, teachers can conduct informal discussions with students about word choice and writing strategies as well as observe the strategies students use to spell words and check structure of text. If students are doing written cloze, the work samples can be analyzed after the task is completed.



MARK YOUR CALENDAR

WOMEN'S HISTORY MONTH

SING WITH YOUR CHILD MONTH

OPTIMISM MONTH

WORLD FOLK TALES AND FABLES WEEK
March 22-28

LETTING GO OF STUFF DAY
March 25

EDUCATION AND SHARING DAY
March 27

PALM SUNDAY
March 28

PENCIL DAY March 30

