# CD Topics – Teacher's Tackle Box

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# Start up Ideas

It is important to build a sense of community from the first day of school. It is not necessary to jump right into the textbook. Take some time to get to know your students and to let them get to know you. The first week of school is also an ideal time to develop norms with the help of your students and to do some student assessments. Through all these activities, you will gain valuable information about each student that will help you provide the positive learning environment for them that you seek. Quickly gaining a first name basis with each of your students is very important. It underlines your desire to really know them and shows that you respect each one, individually. Students will "buy into" norms they have developed as a class together. If they understand and agree to the rules and consequences for misbehavior, they will behave better. Assessments will help you throughout the year to individualize your instruction and your communication. Sharing the results of the assessments with each student will give them insight into their learning styles and their personality. None of these activities are wasted time. Laying good groundwork for a "family" feeling in your classroom will pay off all through the year.

## Start Up Activities

It is very important to learn the names of your students as soon as possible. When you can call your students by their names, they begin to realize that you know who they are and that you have a personal interest in them. It is also important for the students to get to know each other so they begin to feel more comfortable and part of the group. There are many activities that will help you remember names, here are a few ideas.

### The Name Game

Have the students sit in a circle. It is important they can see each other. Each student figures out how many syllables are in his/her first name. For each syllable, they must make one physical movement with their body. For example, if the name is Melanie, the girl might stick her arm up in the air on the first syllable "Mel", then bend her arm and scratch her head on "a" and then snap her fingers on "nie".

The possibilities are endless. They can tilt their head from side to side, stand up, bend down, turn around, clap their hands…. whatever they can think of. No one can use another student's exact sequence of movements. Once they all know what they are going to do, you go first. You start with Mr., Mrs. or Ms. and your last name, broken up into syllables and motions. Then the student sitting next to you must do your name and movements along with his/hers. The next student must do yours, the second student's and then his own. It proceeds around the room like this until it comes back to you. Then you amaze the class by doing everyone. If you need help…the students will remember. Ask if other students feel like they can remember everyone. Let them try. This is fun and creates lots of laughter and goodwill. The next day have the class practice remembering names again without the motions. Just a quick five minutes will refresh everyone's memories. I have done this at the high school level with five classes in a day and I was able to remember most of the names by the end of the week.

**The TP Swindle**

Have the students sit in a circle. Pass a roll of toilet paper around the circle with the instructions: **Take as many sheets as you need. You have to take at least 5 and no more than 25.** Once everyone has taken their sheets, tell them that each person must share one thing about himself or herself for each sheet of paper they took. If a student is shy, you can help them out by suggesting they tell their favorite color, sport, or video game. Talk about their pets or siblings.

**Say Cheese**

Take a picture of each person in your class. Transfer the pictures to your computer and set up a slideshow. Show the slideshow to your class asking them to say the name of each student as their picture appears. You could repeat this activity for a few days and give students a treat if they can name all of the students.

**Marching Madness**

Play some upbeat marching music. Have the students march around the room repeating their name to the beat of the music. When the music stops, they must shake hands with the student nearest to them and say, "Hello, my name is _____." When the music starts up again, they march around the room saying the name of the person that they just met until the music stops again and they shake hands with a different person. You could combine this activity with the slideshow and see how many faces and names they can put together.

**Story Time**

Seat students in a circle. Start a story with your name and then pass the story on to the next student who must put himself/herself into the story. Go around the room allowing each student to join in the story. If you have a shy student, help them with their story, or have the class help them.

## Resources

There are hundreds of ideas on the Web for students of all ages. Here are some sites that have some interesting ideas. Type in *ice breakers* or *name games* in the search box when you reach the home page.

**www.residentassistant.com**

(Be sure to look at the "Beach Ball Game" at this site. There is a list of 84 questions that you could use for a variety of activities. This list could be helpful for the Interview Game described in the Ice Breaker Activities on this CD.

**http://kids.activedmonton.ca/**

This site has many ideas for getting to know students, but it also has many ideas for other times of the year. Click on the button at the top labeled "Game Rules and More".

**http://www.icebreakers.ws/**

A great site for all ages.

**http://teachers.net/wong/JAN05**

This article by Harry and Rosemary Wong involves helpful hints for the first 10 days of school.

## Establishing Norms with your students

This not only sets the tone for your classroom, a learning community of which everyone is an integral part, but it allows you to observe your students interacting with one another in a relaxed manner, giving you real insight to each student as an individual. Keep in mind; you want the result to be as few rules as possible (kids will not remember lots of detailed rules) and you must be sure the ideas of ***learning progress*** and ***mutual respect*** for one another and school property are included. Let the students brainstorm how the ideal functional classroom should look and feel. Pay attention to what they say. Help them to focus on the two main ideas "progress" and "respect". They should think about how you all might speak to one another. Let them know that open honest communication is vital to learning and encourage them to think creatively. Get all the ideas written down on the overhead or whiteboard. After the initial brainstorming session, have the students break into smaller groups and attempt to distill their ideas into the fewest possible norms. Have each group make an overhead and share it with the class. You will be surprised at how similar they will be. Then, working with all the suggested ideas, come to consensus on exactly what norms should be listed and how to phrase them. The final result can be put in a poster for the classroom wall. The students, as a team, might also develop consequences for breaking the rules. Remember to send a copy home to parents including an explanation about how the students took responsibility for their behavior in class. This starts your relationship with parents out on a positive note, also.

## Interest Inventories

Interest inventories are a great way to get to know your kids. You can fill one out and share it with the class so they can get to know you, also. Two paper-and-pencil inventories for students are included here. For younger students (non-readers) you need to try word association games, making personal collages with pictures, allowing students to draw and explain their pictures, or using other interaction games that reveal student interests.

# Student Interest Inventory

Name: _____

Today's Date: _____ Birth Date: _____

Brothers and Sisters:

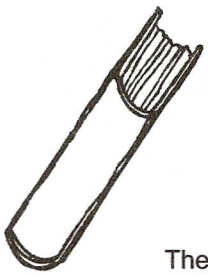
Name: _____ Age: _____

Name: _____ Age: _____

Name: _____ Age: _____

Name: _____ Age: _____

Name: _____ Age: _____



Special friends: _____

_____

What I like to do most at home: _____

_____

These are my favorite hobbies: _____

_____

These are my favorites:

Book: _____ TV show: _____

Movie: _____ Food: _____

Singer: _____ Song: _____

If I had one wish, it would be: _____

School would be better if: _____

If I had a million dollars, I would: _____

_____

This is what my teacher did last year that I liked the most: _____

_____

This is what my teacher did last year that I liked the least: _____

_____

Created by Ms. Mariely Sanchez © www.sanchezclass.com

Name: _____ Date: _____

**Directions: Please complete the following sentences with information about yourself. Remember, no answer is a wrong answer on this sheet! Only your teacher will read your answers.**

1. What I like most about school is _____

_____

_____

2. What I like least about school is _____

_____

_____

3. I wish the teacher would let me choose _____

_____

_____

4. I am really good at _____

_____

_____

5. I need some extra help with _____

_____

_____

6. In the classroom, I wish I could sit _____

_____

_____



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http://www.scholastic.com

7. In the classroom I behave _____

_____

_____

because _____

_____

_____

8. My favorite book is _____

_____

_____

_____

because _____

_____

_____

9. I live with _____

_____

_____

10. Three words to describe myself are _____

_____

11. I like to participate in the following activities with my friends:

_____

_____

12. I like to participate in the following activities by myself:_____

_____

_____



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13. When I watch TV, I usually like to watch _____

_____

_____

14. If I were surprised with a gift of $1,000 cash, I would use it to _____

_____

_____

15. The one thing I really want my teacher to know about me is

_____

_____

_____

**If you do not have time to finish this worksheet in class, please finish it at home and return it as soon as possible. Thank you!



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## Student Assessments

Several good assessment tools include: the Learning Styles Inventory found on this CD under Chapter 4; True Colors, which is on this CD under chapter 10, the Cloze Test for reading ability and looking at Piaget levels of intellectual development, both which are explained below. The more you know about your students and the more the students know about themselves, the better the success rate for academic excellence and personal satisfaction.

## Cloze Tests

Something I used to do at the beginning of the school year, was to find out how well my students could work in the assigned textbook. I used a cloze test to do that. This type of test has been researched since W. L. Taylor first described it in 1953. It can be used to determine the readability level of a passage from the textbook. I would type a portion of the text into my computer, starting and ending with a complete sentence, but otherwise leaving out every 5th word (see examplebelow). Be sure to make all the blank spaces the same length. Use a passage large enough to have 50 blank spaces in it when you are done. The students are asked to fill in the blanks to the best of their ability. They need to be able to understand context and vocabulary in order to identify the deleted words correctly. This is not easy to do. Especially when the excerpt is from a content area textbook, like science. I would give them as much time as is reasonable. I found I hated to grade these myself, so I would have the students grade their own. Colored pens are helpful here, as the passage tends to get messy! I stressed there was no letter grade attached to this activity, only completion points, but that our goal was to see how well they could work with the textbook. After everyone had finished, I read the passage with the correct words inserted, stressing those words. If they had the word ***exactly***, they could write a +2 by the filled in space. If they had a good synonym, they got +1 point. They would holler their words choices out to me so I could approve or disapprove the synonyms. When we were done, they added up all the points and expressed it as a percent. If they had 20 blanks with the exact word inserted that was 40 points, plus maybe 15 good synonyms, that was 15 more points, thus a total score of 55%. Then I would explain the scoring and remind the students this test could only give us an indication of how friendly the textbook might seem to be to each of them, individually. It was not necessarily a measure of how well they might do in the course. Scoring is as follows:

**>60% These students should be able to work independently in the book.**

**40-60% These students will need guidance and structured reading activities.**

**<40 These students will be frustrated, and not able to rely on the text alone for understanding the material.**

I found that students were interested in how they might fare with this test, and some were quite surprised when they didn't do as well as they might have liked. I gave everyone completion points and put the actual scores into my grade book where I could easily see them when making assignments. That way I could pair a poor reader with a good one for group work. I was also constantly reminded of those weaker students so I would make sure they used the structured reading assignments I assigned to their advantage. You could repeat this test at the end of the year and they will probably do much better and feel good about it!

EXAMPLE - An English Cloze test might look like this:

Sometimes your choice of writing topics is unlimited, but at other times topics are suggested by an assignment. For instance, the editor _____ your school paper may _____ you to write an _____ about an exchange student _____ Japan who is visiting _____ school. Within the limits _____ by the assignment, a _____ of topics are possible. _____ example, you could focus _____ the differences between high _____ in Japan and in _____ United States. Or you _____ find an interesting subject _____ the background or experience _____ the exchange student.
Whether _____ not the topic is_____, the thinking skills you _____ in Chapter 2 can _____ you think of a _____ of topic choices. Brainstorming_____, with a partner, or _____ a group can often _____ up new angles on _____ topics. Interviews and other _____ can help you explore _____ possibilities. Reflecting and _____ can help you find _____ explore topics for free-choice_____.
No two writers use _____ writing process in exactly _____ same way. One class _____ and discussed an account _____ Sir Edmond Hillary's 1953 _____ of Mt. Everest. Afterwards, _____ teacher asked them to _____ papers using mountains as _____ general theme. The rest _____ this chapter will follow _____ students, Kate and John., _____ they prepare their papers.

_____ will discover how they _____ the writing process in _____ entirely different ways. Kate _____ an idea while reading _____ Sunday paper. She noticed _____ article about the 1987 _____ Expedition, in which a _____of Americans, led by _____ climbers, set out to _____ Mt. Everest. The story _____ Kate wonder whether other women had made the climb successfully. She decided to do some research about women climbers to look for a topic.

**Resources**

**http://ezinearticles.com/?Teachers**

This website will be helpful if you still have questions about the cloze test. Scroll down on the left side of the site and find "search of Ezine articles". Type in "cloze tests" there and you will find a series of articles on the subject. The first one, on constructing a cloze test, by Meggin McIntosh, gives you step-by-step directions. This site is also great for other topics. You could stay there for hours!

## JEAN PIAGET
## (1896-1980)

Jean Piaget is famous for his work in cognitive development. Basing his theory in the biological sciences, he defined cognitive growth as an extension of biological growth and believed that intellectual development also controlled emotional, social and moral growth. He is best known for his stages of cognitive development. He claimed everybody passed through an invariant sequence of four distinct stages, although not at the same speed. These stages are:

**Sensorimotor**, birth - ~2 yrs: Mastery of concrete objects occurs in this initial stage of development.

**Preoperational**, ~2 yrs - ~7 yrs: Mastering symbols is the focus of this stage.

**Concrete operational**, ~7 yrs - ~10 yrs: Mastery of classes, relations, numbers and how to reason occurs in this stage.

**Formal operational**, ~11 years and up: This stage is where abstract thinking develops, resulting in an actual mastery of thought.

Since not everyone matures at the same rate, in a class of 10 year olds, for example, one might have a few students that are still preoperational, many concrete students and a few that are formal thinkers.

Piaget also embraced the readiness approach to learning; young minds cannot grasp a concept until maturation provides certain prerequisites. In other words, if we ask a child in the preoperational stage to do an activity that demands abstract thinking, we have asked the impossible. Thus, it is helpful to know where in the series of developmental stages your students are and then to remember that as you make assignments. The following is a crude way to find out at what stages your students might be.

## Looking for Piaget's Levels
## (A Crude Way!)

I do not have a good reference for this activity. However, I used it for 25 years in my science classes from middle school through senior honors chemistry and always found it to be helpful in understanding the capabilities of my students. Doing it with kids is fun ... but they think you are crazy! Just tell them they must explain each answer and that their explanation is what is important. They always think the early questions are "stupid", but just assure them the questions get harder. I used to tell them to just humor me! Stress that this is not a regular test, it does not go into their grade and just helps you see how they think. I do not recommend sharing the scores with them. Just tell them the next day that everyone did fine. Keep the info and remember it when considering the work you are asking an individual student to do and think about whether or not they *can* do it! For scoring, a preoperational thinker would miss one or more of the first three questions and be totally lost on the rest. A concrete thinker should get the first 6 questions correct. Questions 7-9 define your formal thinkers. Remember this is a crude test! A student may miss one and then get a harder one correct. But, you can sort of define the levels. I used to look over the results for a student and then tag them PO, PO-> C, C, C-> F, and F. And yes, I did have preoperational thinkers in my 7th grade class! I first started using this when I taught at a small school. Hence, I had the same students from 7th grade through high school. It was exciting to see the growth in thinking skills year after year. It is important to note, not everyone gets to the formal level. Some of our finest artists, architects etc are concrete thinkers! Answers are provided on this sheet. An answer sheet is included for the kids. I always did the first six questions as a large group,

giving time for them to write down their explanations. From #7 on they read each question and worked it out themselves, explaining their logic. Some of the really bright kids may *overthink* and not agree with your answer. i.e. "The flat clay weighs less because you have squished all the air out and air weighs something." You must recognize that and count it correct. Got it? Following is an explanation of how to do the test, then a student answer sheet you can use, also. Have fun!

## HOW DOES YOUR MIND WORK?

Do in large group.

1. Have 20 pennies on an overhead projector with a line running down the middle ... 10 on one side, labeled A and ten on the other side labeled B. Count them out and say, "There are ten pennies in each group." Then, spread one set out, leaving the other grouped closely. Ask, "Which side has more pennies? You can answer A has more, B has more, or they both have the same. Explain your answer"

Both have the same, of course!

2. Measure 100 ml of water in a graduated cylinder, then, pour it into a tall skinny beaker. Measure another 100 ml of water in the cylinder and pour it into a short fat beaker. Set the beakers side-by-side and ask "Which beaker has more water in it? You may answer the tall beaker has more water, the short beaker has more water or they both have the same. Explain your answer"

Both have the same, of course!

3. Display two balls of clay. Show that they weigh the same with a balance. Verbally note that they weigh the same. Then, smash one flat. Hold them both up and ask, "Which one weighs more? You may answer the flat one weighs more, the round on weighs more or they both weigh the same. Explain your answer"

Both weigh the same, of course!

4. Fill a 100 ml graduated cylinder to 75 ml with water. Show everyone the cylinder. Then, display a marble. Ask, "If I drop the marble into the cylinder, will the water level go up, go down or remain the same? You may answer the water level goes up, goes down or stays the same. Explain your answer." (Do not actually do it.)

The water level will go up!

5. Set up a pendulum by attaching a bob (fishing weight) to a string and hanging it from a ringstand so it can freely swing. Swing the pendulum and explain that one can count how many complete swings the bob makes in one minute. The question is, "If I make the string longer, will there be more swings per minute than before, or less, or will the swing count remain the same? Explain your answer." (Don't actually do it.)
There will be less swings per minute!

6. Using the same pendulum setup. Ask, "If I put a heavier bob on the pendulum, will the swing count in one minute increase, decrease or remain the same? Explain your answer."
Swings per minute should not change appreciably.

*From here on the students work on their own.*
7. Four new kinds of corn have been developed. Corn A has been found to be more resistant to corn borers than corn C. Corn B is less resistant to the borers than corn C and corn D is more resistant than corn A. Which type of corn is the least resistant to the corn borer? Explain your answer.
A>C, B<C, D>A Thus D>A>C>B So B is the least resistant.

8. Fifty pieces of various parts of plants were placed in each of 5 sealed containers of equal size. At the start of the experiment each jar contained 250 units of carbon dioxide (CO2). The amount of CO2 in each jar at the end of two days is shown in the table below:

| Container | Plant | Plant part | Color of Light | Temperature (°C) | CO2 Remaining |
|---|---|---|---|---|---|
| 1 | Willow | Leaf | Blue | 10 degrees | 200 |
| 2 | Maple | Leaf | Purple | 23 degrees | 50 |
| 3 | Willow | Root | Red | 18 degrees | 300 |
| 4 | Maple | Stem | Red | 23 degrees | 400 |
| 5 | Willow | Leaf | Blue | 23 degrees | 150 |

On the basis of the data in the table, a fair test of the amount of CO2 used per day at two different temperatures could be made by comparing which jars? Explain your answer.
#1 and #5. All the other factors are controlled. All the same but temperature.

9. The number of decorated flower pots that a pottery shop can produce varies directly with the time available and the number of artists available. If ten artists work six hours to produce six decorated flower pots, how many pots can be turned out by four artists working for five hours? Explain your answer.

10 X 6 = 60 man hours/ 6 pots. That is 10 man hours/pot. 4 X 5 = 20 man hours, that is two pots!

10. Here is Dr. Short. We used large round buttons laid side by side to measure Dr. Short's height, starting from the floor between his feet and going to the top of his head. His height was four buttons. Then we took a similar figure called Dr. Tall, and measured it in the same way with the same buttons. Dr. Tall was six buttons high. Then we measured Dr. Short with paper clips and found him to be six paper clips high. How many paper clips high would Dr. Tall be?

4 buttons/ 6 buttons : 6 paper clips/ X paper clips, 4/6 = 6/X, cross multiplying ... 4X=36, so ... X=9 paper clips!

# HOW DOES YOUR MIND WORK?
# ANSWER SHEET

1.

2.

3.

4.

5.

6.

7. Four new kinds of corn have been developed. Corn A has been found to be more resistant to corn borers than corn C. Corn B is less resistant to the borers than corn C and corn D is more resistant than corn A. Which type of corn is the least resistant to the corn borer? Explain your answer.

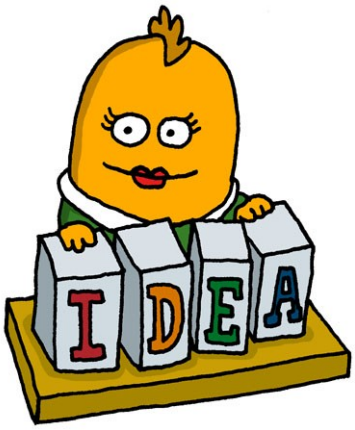
8. Fifty pieces of various parts of plants were placed in each of 5 sealed containers of equal size. At the start of the experiment each jar contained 250 units of carbon dioxide ($CO_2$). The amount of $CO_2$ in each jar at the end of two days is shown in the table below:

| Container | Plant | Plant part | Color of Light | Temperature (°C) | $CO_2$ Remaining |
|---|---|---|---|---|---|
| 1 | Willow | Leaf | Blue | 10 degrees | 200 |
| 2 | Maple | Leaf | Purple | 23 degrees | 50 |
| 3 | Willow | Root | Red | 18 degrees | 300 |
| 4 | Maple | Stem | Red | 23 degrees | 400 |
| 5 | Willow | Leaf | Blue | 23 degrees | 150 |

On the basis of the data in the table, a fair test of the amount of $CO_2$ used per day at two different temperatures could be made by comparing which jars? Explain your answer.

9. The number of decorated flower pots that a pottery shop can produce varies directly with the time available and the number of artists available. If ten artists work six hours to produce six decorated flower pots, how many pots can be turned out by four artists working for five hours? Explain your answer.

10. Here is Dr. Short. We used large round buttons laid side by side to measure Dr. Short's height, starting from the floor between his feet and going to the top of his head. His height was four buttons. Then we took a similar figure called Dr. Tall, and measured it in the same way with the same buttons. Dr. Tall was six buttons high. Then we measured Dr. Short with paper clips and found him to be six paper clips high. How many paper clips high would Dr. Tall be?




# Beginning Class Ideas

(Literary and Brainteasers)

You can settle your students and focus their attention on the subject of the day with a routine beginning activity that fits in with your lesson plan or your yearly curriculum. Here are some suggestions:

## Journaling

Write a topic or a choice of topics on the board. You could have random topics or curriculum-specific topics. Some suggestions:

**Random Topics:**
My hero is…
My dream home would be…
My dream vacation would be…
Ten things I want to do before I am 20.
I believe….
I wish….
If I had superpowers I would change….
The one question I would like to ask my grandfather would be…
What would happen if a wizard suddenly appeared in my classroom…
If I could live anywhere is the world, I would live….

**Curriculum Specific Topics**
Life without gravity would be….
I would like to talk to Abraham Lincoln about….because…
Infinite numbers are….
It is important to know my multiplication tables because…
I could use geometry when I am trying to…

What I would need if I were to live on Mars.
Marijuana is a gateway drug because….
Eating healthy means….
Exercise is important because….
The setting of a story is important because…
Talk about one unexpected thing that happened in the book you are now reading….

## Sentence Rewrites

Write a sentence on the board that needs correcting. Follow up by having a student write the corrected sentence on the board and explain why it is now correct.

**Sentence suggestions:**

Janice and George is going to the store.
He and her is going to buy beans bread soup and fruit.
I wish you was going with me because he don't like to go shopping.
If he ain't going I ain't either.
Their you go again thinking there going to agree with you.

## Word Problems

Have the students write their own word problems. You could give some guidelines like…use 5 apples, 3 oranges, 3 people and 2 bowls, or you could let them go it alone.

You could use one of these problems each day on the board for the class to solve as the beginning activity. The author of the problem would have to give the answer and explain it to the class.

## Poetry

### Four Word Poems

Write down a grouping of four words. Ask the class to create a poem that rhymes or doesn't, including the four words.

*Word Group Suggestions:*

garden, angel, moon, flower
picture, porch, pitcher, pinwheel
dad, door, porcupine, wheelbarrow
horse, gate, lion, mouse

*Example: horse, gate, lion, mouse*

The beautiful black horse
Startled the tiny grey mouse
Who ran up the leg of the stone lion
Guarding the ornate gate

**Haiku**

Write a three-line poem about nature. The first line must have five syllables, the second line has seven syllables and the third line has five syllables.

*Example of a Haiku:*

The ladybug hides
Underneath the yellow rug
Hoping to survive

## Resources

**www.iteslj.org**
When you go to this site you will see a page explaining their domain name does not have a www in it. However, I could not get the "link" set up without using the www. Just go to where it says, **Our Domain Name is iteslj.org,** and click on the underlined domain. Then choose games from the top row of choices. Lots of great ideas here!

**www.nancykellyallen.com/class_activities.htm**
**Nice activities for literature classes**

**www.suite101.com/reference/activities_to_start_class**
Good reference. Beginning and ending class systems.

**www.menc.org/forums/viewtopic.php?id=447**
This site is for music education. Just type in "beginning class activities" in the search spot at the top right.

**www.proteacher.org/c/188_Classroom_Procedures.html**
This site is a blog/chat with lots of good sharing going on. Just type "class beginning activities" in the upper left search spot.

**www.NewTeachersupport.suite101.com/article.cfm/planning_short_activities**
Type in "class beginning activities" at the top. Lots of references.

**www.teachingenglish.org.uk/try/activities/remember-last-class-revision-beginning-a-lesson**
Enter "beginning activities " in the search spot for more good ideas.

## Puzzles and Brainteasers

Puzzles and brainteasers can be a great way to start class. Many students will come in eagerly; ready to try their hand at figuring them out. The challenge is fun for them. Some students may really dislike these teasers, while others just may not care. Sometimes you can encourage the kids by offering a reward. Possibly, throw a mini-sized candy bar out to the first student to get a particular puzzle. You do not want to have the fun and games interfere with class learning time, however. If you start with a puzzle, you must explain that working on it should not supplant regular class work. If a student finishes the assignment before others do, then working on the puzzle is approved. This keeps those faster students quiet while the others are finishing the assignment. Answers can be written down and slipped into a fun jug for just that purpose. If you get three right answers in one day, all three may win the candy bar. Be creative. If others are interested, but did not get the correct answer, having one of the students explain his/her reasoning is good. That way it can be a learning experience for others. It is not recommended to allow this activity to count as part of a regular grade, however. Some students have a really hard time with teasers and can very rarely solve them, no matter how hard they try. Even though we believe

strongly that logical thinking skills are very important, it is better to keep this as a fun activity, but not for points.

Below are included a variety of fun puzzles.

**Puzzle - A real old-timer here!**

A farmer needs to cross a river, bringing along a goat, a cabbage and a wolf. The boat can only hold himself & one other item at a time. Remember, the wolf will eat the goat and the goat will eat the cabbage if left alone together! How do the farmer, his wolf, goat and cabbage get across?

ANSWER:

1. He takes the goat across first, leaving the cabbage and wolf behind.
2. He comes back and picks up the wolf and crosses with it.
3. He leaves the wolf on the far side, but brings the goat back to the first side with him.
4. He leaves the goat on the original side and takes the cabbage across.
5. He leaves the cabbage with the wolf on the far side
6. He returns and brings the goat over last.

**Puzzle – Colors, Drinks, Smokes & Nationalities**

There are 5 houses in 5 different colors. In each house lives a person of a different nationality. The 5 owners drink a certain type of beverage, smoke a certain brand of cigar, and keep a certain pet. Using the clues below, can you determine who owns the fish?

The Brit lives in a red house.
The Swede keeps dogs as pets.
The Dane drinks tea.
The green house is on the immediate left of the white house.
The green house owner drinks coffee.
The person who smokes Pall Mall rears birds.
The owner of the yellow house smokes Dunhill.
The man living in the house right in the middle drinks milk.
The Norwegian lives in the first house.

The man who smokes Blend lives next door to the one who keeps cats.
The man who keeps horses lives next door to the man who smokes Dunhill.
The owner who smokes Blue Master drinks beer.
The German smokes Prince.
The Norwegian lives next to the blue house.
The man who smokes Blend has a neighbor who drinks water.

ANSWER

This puzzle is usually attributed to Einstein, who may or may not have written it. The German owns the fish and the table below details the full answer.

| **Nationality** | **Color** | **Beverage** | **Smokes** | **Pet** |
|---|---|---|---|---|
| Norwegian | Yellow | Water | Dunhill | Cats |
| Danish | Blue | Tea | Blend | Horses |
| British | Red | Milk | Pall Mall | Birds |
| German | Green | Coffee | Prince | Fish |
| Swedish | White | Beer | Blue M. | Dogs |

**Puzzle – Hotel Checkin**

Three people check into a hotel. They pay $30 to the manager and go to their room. The manager suddenly remembers that the room rate is $25 and gives $5 to the bellboy to return to the people. On the way to the room, the bellboy reasons that $5 would be difficult to share among three people so he pockets $2 and gives $1 to each person. Now each person paid $10 and got back $1. So, they paid $9 each, totaling $27. The bellboy has $2, totaling $29. Where is the missing $1?

ANSWER

We have to be careful what we are adding together. Originally they paid $30, then they each received back $1, so they have now only paid $27. Of this $27, $25 went to the manager for the room and $2 went to the bellboy.

**Puzzle - This type is fun! You can make up many more of these!**

21 K on a P (21 Keys on a Piano)

13 S on the A F (13 stripes on the American Flag)

76 T in the B P (76 Trombones in the Big Parade)

## Resources

Here are some websites that have a wealth of wonderful puzzles available.

**www.brainbashers.com**
(Lots of neat ideas here)

**www.clickmazes.com**
(These are cool, but need to be played on the computer)

**www.crpuzzles.com**
This site has lots more logic puzzles. Among other things, it also has word-morph puzzles. These are fun and different. Example: Change the word dog into cat in the fewest number of steps.

D O G
D O T
C O T
C A T 3 steps needed …Get it?

**www.kidcrosswords.com** This site has lots of great crossword puzzles. It's nice to do them on-line, but I had no trouble printing from this site.

**www.lauracandler.com** This site offers for purchase a book of daily math puzzlers, plus many free activities from Laura's file cabinets. This is a very useful site. Sign up for ***Candler's Classroom Connections*** for more free activities.

**http://school.discoveryeducation.com/brainboosters/?campaign=BB**
This Discovery Education site offers lots of neat brain boosters!

**www.internet4classrooms.com/brain_teasers.htm** This is a great site that leads you to several other sites specific to your needs.

## Class Ending Activities

The last five or ten minutes of class can be a productive time to wrap up your lesson plan with a quick, fun activity that the students will enjoy. The routine of a wrap-up activity will keep your students from quitting before you do and provide some organization to what can become a chaotic time of the day. Here are a few ideas.

- A good way to end your day is to return to your beginning activity and let the students read their journal entry or their poem to the class. The students could give their answers to the puzzle or they could try to stump the class with the word problem that they wrote.
- If you are having your class do the personal interviews (explained under icebreakers on this CD under Chapter 3), this is a good time for one or two of the students to take center stage and get interviewed.
- In a speech class, keep a jar with impromptu ideas and have the students draw a topic out and talk for a minute. Give them extra credit, or make it a requirement that each student has to do five or ten impromptus a semester for their grade. Let the students help you generate topics.
- If you are teaching history, pretend to be a historical figure and have the class ask yes or no questions to figure out who you are.
- A quick way to review vocabulary from any class is to divide the class into teams. Read the definitions of the words and let the team members collaborate to match the correct term to the definition. You could give each team a small bell to ring as soon as they have the answer.
- In a drama class, you could have the students do a quick improvisation. Have several ideas ready to get their creative juices going.

- In a music class, you could play "Name that tune…or composer". Just play a few bars of a song on the piano and let the class guess.
- In art play "Name that Artist" by showing slides of the Masters.
- In biology you could play "Name that Plant, Animal or Tree".

## Resources

Here are some Internet sites that have more good ideas for you.

http://www.esl-lab.com/research/end.htm

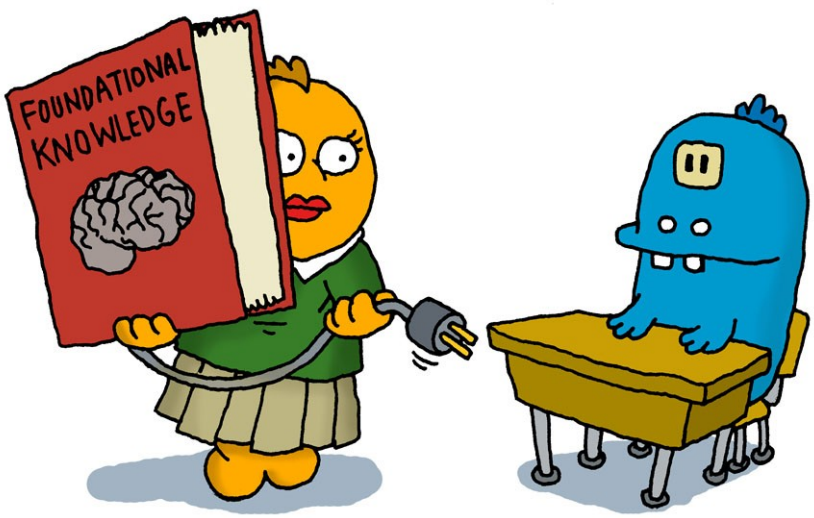
http://www.goshen.edu/art/ed/ritual.html This site gives good ideas for beginning and ending ideas for an art class.

http://www.bsu.edu/otla/article/0,,59083--,00.html This site includes an interesting idea of emailing all of your students with a quick summary of the day, including any important announcements and thanking the students who participated. This instructor started this practice to make sure that a deaf student in his class got all of the information and found out it was good for all of his students.

http://www.bsu.edu/otla/article/0,,59083--,00.html This site gives some ideas for ending a gym class.

# Learning Styles Inventories

Doing a learning styles inventory with your students is a great way to start the year. They enjoy understanding about how they learn, and you learn about them by going through the process. I have included resources here for neat on-line tests, and have also included one for elementary and one for secondary that you can print and use. This is highly recommended for "year beginning assessments" along with True Colors and Cloze Tests. (See Start Up Activities on this CD)




## Resources

### Abiator's Learning Styles Assessments

I was unable to get the direct links to this site to work. (It is a New Zealand site.) However, I could always get there by directly searching for **"Abiator's LSI Tests"**, and then choosing the ***main*** Abiator link. This is a good site and it is worth the extra effort. These are great tools for you to use on-line. If you have access to a computer lab, your students can take the test and analyze themselves on the computer. Access the menu bar on the left.

> Learning Styles Test 1 focuses on the three major styles: visual, auditory and kinesthetic. It is designed with a semantic differential for answer choice.
> Learning Styles Test 2 allows only yes or no answers. Results give you proportions for all three styles.

For each type there is information on:

Learning Strengths (How to learn best)
Learning Strategies (Specific things to do)
Teaching Strategies (Tips for teachers)
Activity Suggestion (We always need these)
Learner Traits (Always helpful)

**The Learning Assistance Center at Xavier University**
**www.xavier.edu/lac**

This site includes lots more information on learning styles and how to use them to your advantage. Choose Study Skills Workshops in the left side column, then scroll down to Learning Styles. Several online Inventories are found here. The Barsch Learning Styles Inventory (the grand-daddy of them all!) is shown on this site. It was developed by Jeffrey R. Barsch in 1980 and is sold online, thus, we could not get permission to include it printed here. It is more complex and older, and may not be as easily applied as some of the more simple tests available today, although it has been updated and is available for purchase online at Academic Therapy Publications.

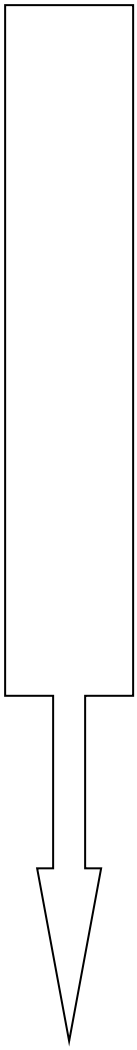
**http://ceep.crc.uiuc.edu/eecearchive/digests/1996/griggs96.html**

This is an article entitled "Hispanic-American Students and Learning Styles."

**Laura Candler Teaching Resources**
www.lauracandler.com

This is a great sight for lots of ideas, especially if you are into math and cooperative learning, although she has something for everyone in her File Cabinets. We suggest you browse this site for all sorts of good things. You can even sign up for a weekly Learning Resources Newsletter! A Learning Styles Inventory for kids, developed by Laura Candler, is already accessed for you and included on the following page.

Please scroll down



# Learning Styles Inventory for Kids

fold line

**Name** _____

**Directions**:
Fold the paper vertically on the dark line so that the columns with the three learning styles are hidden. Read each statement below. Place a checkmark next to each item that is true about you. Then unfold the paper and circle the X in each row that you checked. Write the total number in each column at the bottom of the paper. What is your dominant learning style?

| **Which of the following are true about you?** | | **Visual** | **Auditory** | **Kinesthetic** |
|---|---|---|---|---|
| I like to listen to music in my free time. | | | X | |
| I am constantly fidgeting or moving around (tapping, playing with something). | | | | X |
| I'm good at solving jigsaw puzles and picture puzzles. | | X | | |
| I enjoy talking on the telephone. | | | X | |
| I learn best when I can talk over a new idea. | | | X | |
| Creating graphic organizers helps me learn. | | X | | |
| I would rather listen to the radio than read a book. | | | X | |
| I often sing, hum, or make noises. | | | X | |
| I enjoy sports or other physical activity in my free time. | | | | X |
| I enjoy creating posters, charts, graphs, and other visual displays. | | X | | |
| I would rather read directions than listen to someone explain directions. | | X | | |
| I like to create projects that involve making models or real objects. | | | | X |
| When I'm working, I am easily distracted by sounds and noises. | | | X | |
| I would rather do hands-on science activities than read about science. | | | | X |
| I like to read aloud rather than reading to myself. | | | X | |
| When I read fiction, I prefer to read action and adventure stories. | | | | X |
| When I want to remember something, I picture it in my head. | | X | | |
| When I want to remember something, I say it over and over to myself. | | | X | |
| I have to actively participate in a lesson to understand what I'm learning. | | | | X |
| I learn best by reading rather than doing. | | X | | |
| I like to take things apart to learn about them. | | | | X |
| I have trouble sitting still for long periods of time. | | | | X |
| Writing notes helps me learn new information. | | X | | |
| I learn best when I sit at the front of the room where I can see. | | X | | |
| **Totals** | | | | |

Developed by Laura Candler (Teaching Resources at www.lauracandler.com)

## Instructions for using the Faces Answer Sheet for Verbal Learning Styles Inventory (Laura Candler)

Read the statements out loud to the children, allowing time for them to mark how they feel about each statement. Collect the answer sheets and circle any answers that fall in the first two columns (*Smiley* face and *Sorta OK* face). Those are considered positives for the learning style associated with each question, and will allow you to ascertain the dominant learning style for each child. The question numbers and linked learning styles are as follows.

1. Auditory
2. Kinesthetic
3. Visual
4. Auditory
5. Auditory
6. Visual
7. Auditory
8. Auditory
9. Kinesthetic
10. Visual
11. Visual
12. Kinesthetic
13. Auditory
14. Kinesthetic
15. Auditory
16. Kinesthetic
17. Visual
18. Auditory
19. Kinesthetic
20. Visual
21. Kinesthetic
22. Kinesthetic
23. Visual
24. Visual

# Answer Sheet

Love it!

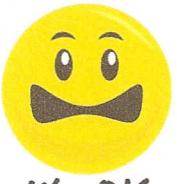
It's OK

Hate it!

| | | | |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |

# Answer Sheet

Love it!



It's OK

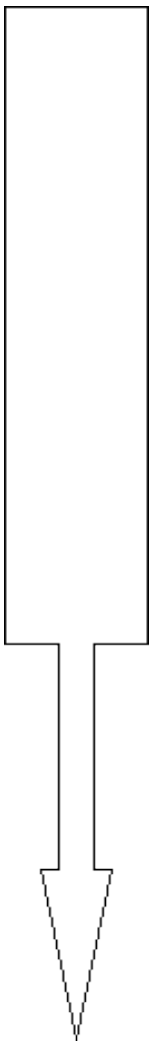
Hate it!

| | | | |
|---|---|---|---|
| 13 | | | |
| 14 | | | |
| 15 | | | |
| 16 | | | |
| 17 | | | |
| 18 | | | |
| 19 | | | |
| 20 | | | |
| 21 | | | |
| 22 | | | |
| 23 | | | |
| 24 | | | |

## The Ageless Learner Site

www.agelesslearner.com

This site includes an interesting array of assessments. Most can be taken online. They can be purchased, also, for use in the classroom. With permission we have included a Learning Styles Inventory developed by Marcia l. Conner called, “What’s Your Learning Style?” It is easy to use and would work well for high school students. This website has other assessments that might be interesting to you. Check out the motivational style, direction style and engagement style assessments, along with the learning culture audit.



# What's Your Learning Style?

By Marcia L. Conner

Learning style refers to the ways you prefer to approach new information. Each of us learns and processes information in our own special style, although we share some learning patterns, preferences, and approaches. Knowing your own style also can help you to realize that other people may approach the same situation in a different way from your own.

Take a few minutes to complete the following questionnaire to assess your preferred learning style. Begin by reading the words in the left-hand column. Of the three responses to the right, circle the one that best characterizes you, answering as honestly as possible with the description that applies to you right now. Count the number of circled items and write your total at the bottom of each column. The questions you prefer provide insight into how you learn.

| | | | |
|---|---|---|---|
| 1. When I try to concentrate... | I grow distracted by clutter or movement, and I notice things around me other people don't notice. | I get distracted by sounds, and I attempt to control the amount and type of noise around me. | I become distracted by commotion, and I tend to retreat inside myself. |
| 2. When I visualize... | I see vivid, detailed pictures in my thoughts. | I think in voices and sounds. | I see images in my thoughts that involve movement. |
| 3. When I talk with others... | I find it difficult to listen for very long. | I enjoy listening, or I get impatient to talk myself. | I gesture and communicate with my hands. |
| 4. When I contact people... | I prefer face-to-face meetings. | I prefer speaking by telephone for serious conversations. | I prefer to interact while walking or participating in some activity. |
| 5. When I see an acquaintance... | I forget names but remember faces, and I tend to replay where we met for the first time. | I know people's names and I can usually quote what we discussed. | I remember what we did together and I may almost "feel" our time together. |
| 6. When I relax... | I watch TV, see a play, visit an exhibit, or go to a movie. | I listen to the radio, play music, read, or talk with a friend. | I play sports, make crafts, or build something with my hands. |
| 7. When I read... | I like descriptive examples and I may pause to imagine the scene. | I enjoy the narrative most and I can almost "hear" the characters talk. | I prefer action-oriented stories, but I do not often read for pleasure. |
| 8. When I spell... | I envision the word in my mind or imagine what the word looks like when written. | I sound out the word, sometimes aloud, and tend to recall rules about letter order. | I get a feel for the word by writing it out or pretending to type it. |
| 9. When I do something new... | I seek out demonstrations, pictures, or diagrams. | I want verbal and written instructions, and to talk it over with someone else. | I jump right in to try it, keep trying, and try different approaches. |

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View this assessment online at http://www.agelesslearner.com/assess/learningstyle.html

| | | | |
|---|---|---|---|
| 10. When I assemble an object... | I look at the picture first and then, maybe, read the directions. | I read the directions, or I talk aloud as I work. | I usually ignore the directions and figure it out as I go along. |
| 11. When I interpret someone's mood... | I examine facial expressions. | I rely on listening to tone of voice. | I focus on body language. |
| 12. When I teach other people... | I show them. | I tell them, write it out, or I ask them a series of questions. | I demonstrate how it is done and then ask them to try. |
| Total | Visual: _____ | Auditory: _____ | Tactile/Kinesthetic: _____ |

The column with the highest total represents your primary processing style. The column with the second-most choices is your secondary style.

Your primary learning style: _____

Your secondary learning style: _____

Now that you know which learning style you rely on, you can boost your learning potential when working to learn more. For instance, the following suggestions can help you get more from reading a book.

If your primary learning style is visual, draw pictures in the margins, look at the graphics, and read the text that explains the graphics. Envision the topic or play a movie in your thoughts of how you'll act out the subject matter.

If your primary learning style is auditory, listen to the words you read. Try to develop an internal conversation between you and the text. Don't be embarrassed to read aloud or talk through the information.

If your primary learning style is tactile/kinesthetic, use a pencil or highlighter pen to mark passages that are meaningful to you. Take notes, transferring the information you learn to the margins of the book, into your journal, or onto a computer. Doodle whatever comes to mind as you read. Hold the book in your hands instead of placing it on a table. Walk around as you read. Feel the words and ideas. Get busy—both mentally and physically.

More information on each style, along with suggestions on how to maximize your learning potential, is available in the book *Learn More Now* (Hoboken, NJ; John Wiley & Sons, 2004).

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A previous version of this assessment was published in *Learn More Now: 10 Simple Steps to Learning Better, Smarter, and Faster* (Hoboken, NJ; John Wiley & Sons, March 2004). Learn about the book and read an excerpt at http://www.marciaconner.com/learnmorenow/. Join the Ageless Learner mailing list to receive information about issues related to assessments and learning across the lifespan at http://www.agelesslearner.com/joinus.html.

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## Mnemonic Devices

Mnemonics, the art of memorization, involves a variety of ways to remember something that is hard for one to recall. In fact, once you know them, it's hard to lose them.

Imagine this, you challenge your class to remember 20 items, in order. (You use a rhyming list of mental pictures to assist you, but they don't know how to do that yet.) This is fun to use in class simply to demonstrate to students that they can make these techniques work and that they do have a memory. Start by having the students suggest twenty items, randomly, and have one student write them down in order. Call on people one at a time to name objects. As they are mentioned you use the set of rhymes and images to get them into your mind. When done, everyone should try to write down the items on a blank sheet of paper, in order, 1-20. Then read off your list (perfect, of course!) and amaze the students with your memory. Some students may do well, also … but most will not. Then, teach them the trick. Share the rhyming sets and the images you used. Discuss each image as you saw it in your mind, with details, so they can picture it also. At the end of the session, everyone will be able to remember most of the 20 items in order. How does it work? Here is a start of rhymes and images to give you the idea:

1 … run (horse running around a track, item 1 is on his back)
2 … zoo (monkeys in a cage at the zoo throwing items 2)
3 … tree (a Christmas tree, tied to the top is item 3)
4 … door (a door opens and item 4 falls out)
5 … hive (a large hive dripping honey and the sticky item 5)
6 … … … you get the picture?

Why were only five rhymes & images given to you? Well, I learned this original set completely, 1-20, at a workshop, but there were certain rhymes and images that just didn't work for me … and would always be forgotten,

thus, spoiling the chances for perfection. For example, the person that made up the original set of rhyming words had a sense of humor and was a man. How do I know that? His number 11 was football … not only did it not rhyme, it makes no sense to most women! Even after it was explained to me that there were 11 men to a football team, it was still hard to remember. This makes a very important point. Mnemonic devices can be passed through the ages, like "Thirty days hath September…" but they work even better if you make up your own. They are personal and meaningful to you, if not to everyone else. This is what your students must come to understand. They must become an active participant in this game for it to work.

Soooo … you also must become an active participant … you must finish this set with your own rhymes and images. Keep them ***clean*** so you can share them with the kids. Once you have the basic images in mind, you can use them over and over to recall items in order. Practice makes perfect!

To develop these devices one must code and structure information using as many functions of the brain as possible. When making images, you must make them graphic. Make them nice images, maybe funny or sexy. Make important parts of the image larger. Symbols are useful and color should be vivid. Even involve sounds, smells, taste, touch, movement and feelings in the image,

For example, if the first object chosen to go with 1 … run is "apple", one might imagine the horse running around the track with a juicy, red apple bouncing in the saddle; every time the horse hits the ground the apple bounces and juice spatters. You can smell the fresh apple tang. It makes your mouth water. Get it?

To be honest, I have never used this to remember facts for a science test or names of the presidents; what circumstances exist where you have to remember twenty items in order for school? But, this is fun and engaging; it does serve to show students that they are capable of using their minds to remember material. They get involved in the activity and are surprised when they do well. Remember Dale's 'cone of learning'? Research confirms that students retain only 10 percent of what they read, 20 percent of what they hear, 30 percent of what they see, 50 percent of what they see and hear, 70 percent of what they discuss, and almost 90 percent of what they do. This is definitely "doing" and it works. They learn they have the choice to use their minds to remember things.

The following are the most common types of mnemonic devices.

**RHYMES**

Who doesn't remember the rhyme, "Thirty days hath September.." used to remember how many days are in each month of the year? Or, "i" before "e" except after "c" … to remember the correct spelling of words like belief and receipt? You can develop unique rhymes with the class to fit whatever they are learning.

**FIRST LETTER ACRONYMS**

These devices involve taking the first letter of each item and making an easy to remember set. It is used so much in education that it gets frustrating. It can be very effectively used in the classroom, however.

ROY G. BIV - In science, this is used to remember the colors of the visible spectrum from longest wavelength to shortest. Red, Orange, Yellow Green, Blue, Indigo, Violet

HOMES - This is used to remember the names of the great lakes in geography. Huron, Ontario, Michigan, Erie, Superior

IRS – Internal Revenue Service

**FIRST LETTER SENTENCES**

These devices involve taking the first letter of each word one is trying to remember and making up a silly sentence of them. The resulting sentence should be creative and fun, something easy to remember. This can work even better if the words are put to music.

Examples:

King Phillip Came Over For Good Suppers … reminds students of the order of classification groups in biology: Kingdom, Phylum, Class, Order, Family, Genus, Species

Every Good Boy Does Fine … Helps music students to remember the musical notes of the treble clef.

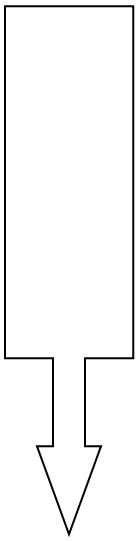
My Very Educated Mother Just Served Us Nine Pizza pies … actually has a tune to go with it. It helps students remember the names of the nine planets in the solar system from the sun outward: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. Of course, since Pluto has now been degraded from a planet to some less important object, ah well … that's education!

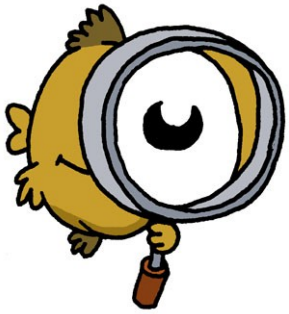
**IMAGERY**

These devices involve making a mental image to assist your memory, linking it to what you want to remember. For example, to remember names of people you are being introduced to, imagine each of them in a hat. Imagine the hat decorated in silly objects that will remind you of the person's name. For example, being introduced to Jim and Heidi Walker, you might imagine his hat with a basketball hoop on the side for "gym" and a tiny figure of a man walking, like around a track, for "Walker". Her hat could also have the tiny walking man, and maybe a yodeling goat, for "Heidi".

We recommend requiring your students to develop these devices when they study for their first few exams with you. Have them get into small group and discuss ways to remember important material. Each group can then share with the class what they developed. Be sure to ask after the exam how many felt it helped them. Do this a couple of times, and you won't have to remind them to do it; they'll know it works and want to use it.

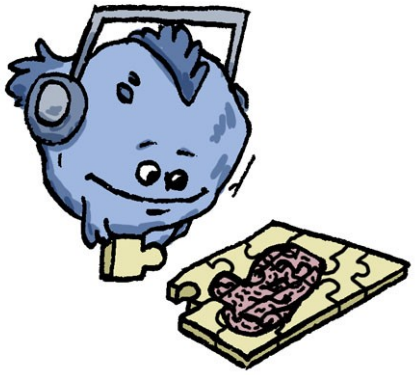
The following is a not a mnemonic device, but simply a method to help students study for a big exam. If they are having trouble keeping all the important points from a unit in mind, and are overwhelmed by what seems to be too much material, this technique can be very helpful. It is applicable to any content material. Student instructions are as follows:





## Telescoping

1. Take a sheet of blank paper & fill it with notes, very organized and written small, including all the important things you need to remember for the test.
2. Review that study sheet mentally and go over the ideas several times. Then, get another sheet of paper and try to recreate your notes, without looking, including all the important concepts for the test that you can remember. Compare the two sheets.
3. Anything you forgot to include on the second sheet you recreate on a third sheet of paper, only this time you need only half a sheet, since you will have remembered some things just fine.
4. Again, study this sheet carefully and then try to recreate all of the important ideas again on another blank piece of paper.
5. Anything you left out this time goes onto another yet smaller piece of paper.
6. Eventually you get down to a 3 X 5 note card. Carry this with you and look it over, mentally checking off the major points at odd times of the day, just before you go to sleep at night and right before the test.
7. NOW YOU ARE READY!



**Trial and Error**

What we refer to as trial and error activities, you probably are familiar with as discovery activities. Discovery learning, or the "Aha!" method, has been around a long time. It involves giving students opportunities to figure things out for themselves. They get to come up with the hypotheses or define issues as they see them. They then collect data, which clarifies, explains or solves the particular problem or concept they are focusing on. This method requires students to define their prior knowledge. And since they are in control, they can plan activities to further study the concept, thus leading to higher motivation on their part. This type of activity links actual experience with formal education. It allows them to be "doing", mentally and physically. The Anticipation Guide, mentioned in Chapter Five and explained in the CD, can loosely be defined as one of these activities, although it requires no lab materials and is done with paper, pencil and a textbook. "What do I Know?" sheets also fall into this category.

Problem-solving situations, such as in science and math, really lend themselves to discovery teaching and learning. Students become involved in this type of learning such that they "buy into" the activity and it becomes personal. They ask the questions and express possible answers. By analyzing collected information they can draw general principles from real life examples. This is much better than just memorizing information. They grow to appreciate their own thinking skills and their ability to formulate intelligent hypotheses. Discovery encourages curiosity and active interest, and facilitates life-long learning. Be aware, however, if it is not set up properly and explained well to students, they can become confused and unmotivated. If they learn how to do it well, however, they really enjoy this approach and take personal responsibility for it.

You need to pick activities that are not closed, activities that have more than one right answer such as: classifying, observing, artistic projects, or role-playing. Make sure the students stay on task and that everyone gets to do the activity. Allow follow-up discussion and review.

## Resources

Apple Teaching Methods, Discovery Learning
**http://newali.apple.com/ali_sites/ali/exhibits/1000328/Discovery_Learning.html**

This site has lots of neat film clips of discovery teaching in action, along with the basic tenants of the method.

**www.front-line-training.co.uk/trialanderror**

This website showcases several free trial-and-error activities dealing with racism. It is from Britain, however, so the data etc. is not really relevant to this country. Included below is a free activity from that site to give you an idea of how you might structure such activities.

**www.proquestk12.com/bulletins/09JAN/DisEle_Actz.shtml**

This site has lots of materials to sell to help you with discovery learning. Just looking through the showcased activities can give you good ideas without spending a dime.

**www.virtualfreesites.com/museums.reality.html**

This site opens up a world of virtual sites for student investigation and adventure.

**http://phet.colorado.edu/index.php**

This site provides lots of fun interactive science simulations, and includes a sharing of teacher developed activities.

# Tasksheet 2

Trial&Error

## RACISM - WHAT DO YOU THINK?

You may have made up your mind already but if you haven't, thinking about these different explanations could help you to sort out your feelings and views about racism.

Whatever your opinions, you will usually find that there's someone who disagrees with them. But if you had to defend your views, could you do so convincingly? Have a look at these statements and grade them on a scale of 1-5.

1 = *I strongly agree*
2 = *I agree*
3 = *I'm not sure*
4 = *I disagree*
5 = *I strongly disagree*

| STATEMENT | GRADE 1-5? |
|---|---|
| Racism is natural. Whatever we do, it will never go away | |
| Racism is a form of superiority complex | |
| Racism is a form of ignorance | |
| Racism is old-fashioned and out of date | |
| Racism is logical – different races were never meant to live together | |
| Racism is a serious global problem | |
| Racism not such a serious problem – what's all the fuss about? | |

## HUMAN GRAPH

**When everyone has finished writing up their individual scores, take one or more of these statements in turn and make a 'human graph' to show the results. Make sure someone keeps a numerical record, too, in case you want to produce other kinds of graphs with this information.**

- **What did the 'graphs' for each statement say about attitudes in your class towards racism?**

**Remember to keep a record of what you discover**

## CONVINCING OTHERS

Pair up with someone else in the class who had a completely different score for one or more of the statements. Taking it in turns, try to convince the other person to change their view – and their score – so that it comes closer to yours.

- Did anyone succeed in changing their partner's viewpoint? If so, what arguments did they use? And do you know of any other arguments they could have used?

***This lesson plan allows you to see your unit as a whole and make sure you are teaching to all three learning styles: visual, auditory and kinesthetic. You can make it as detailed or as brief as you like. It is for you, the teacher, really for no one else. This example should help you understand. A blank template form is found in another document. Remember to save it under a new name each time so you can reuse the template.***

# Lesson Plan

**Unit**_____

| DATE | ACTIVITY | V | A | K |
|---|---|---|---|---|
| Day 1 | Sustained silent reading – Text/Anticipation Guide | x | | |
| | Class discussion of Anticipation Guide | x | x | |
| | Teacher lecture/ students taking notes | x | x | x |
| | Begin term cards/ small group (list provided by teacher) | x | x | x |
| HomeWork | Complete worksheet over basic ideas | x | | x |
| | Term cards completed for terms covered in lecture | x | | x |
| | | | | |
| Day 2 | Review ideas from Day 1 briefly/ small group | x | x | |
| | Collect homework (Anticipation Guide and Worksheet) | | | |
| | Quickie Quiz over material from Day 1 | x | | |
| | Watch film | x | x | |
| | Class discussion with Study Guide Worksheet to complete | x | x | x |
| | Collect completed film study guides | | | |
| | | | | |

| | | | | |
|---|---|---|---|---|
| Day 3 | Return graded homework, quiz and film study guide | | | |
| | Have students record points and calculate grades and graph results | x | x | x |
| | Complete new term cards from film information/ small group | x | x | x |
| | Teacher lecture/ note taking, new terms assigned | x | x | x |
| | Students brainstorm topics for research papers | | x | x |
| | Teacher assigns topics, explains guidelines for written and oral reports | | | |
| | Students to work in pairs/ students plan key words for computer research | | x | x |
| | | | | |
| HomeWork | Do new term cards at home, review cards done so far | x | x | x |
| | | | | |
| Day 4 | Go to computer lab to gather information for reports | x | x | x |
| | | | | |
| HomeWork | Highlight internet resources | X | | x |
| | | | | |
| Day 5 | Teacher lecture/ new terms assigned | x | x | |
| | Guided report development (Teacher circulates and checks highlighting done) | | | |
| | Teacher helps with questions and report development | x | x | x |
| | Outline of major ideas to be in report due at end of class | | | |
| | | | | |
| Day 6 | Return critiqued report outlines with grades | | | |
| | Another day in the computer lab, researching or writing paper | x | x | x |
| | Reports (oral & written) to be ready on Day 9 | | | |

| | | | | |
|---|---|---|---|---|
| Day 7 | Teacher lecture, Lab Prep | x | x | |
| | Students do lab activity – individual lab reports due at end of hour | x | x | x |
| | | | | |
| Day 8 | Return graded lab reports to students | | | |
| | Feedback on lab/ class discussion | | x | |
| | Quickie Quiz over lab | x | | |
| | Students record points earned up to this point/ calculate & graph grades | x | x | x |
| | Time allowed to finalize plans for written and oral reports | x | x | x |
| | | | | |
| Day 9 | Return graded quickie quizzes | | | |
| | Oral reports begin/ each student pair contributing 2 new terms | | x | x |
| | Listening students complete term cards for new terms | x | x | x |
| | Teacher grades oral reports as given | | | |
| | Teacher collects written report upon completion of oral report | | | |
| | | | | |
| Day 10 | Oral reports & new term cards continue | x | x | x |
| | Students turn in complete set of term cards for grading | | | |
| | | | | |
| Homework | Get materials ready for tomorrow's review. Should have all work together! | | | |
| | | | | |
| Day 11 | Graded term cards returned along with graded written reports | | | |

| | | | | |
|---|---|---|---|---|
| | Students record the rest of points earned and graph grades | x | x | x |
| | Review for exam/ teacher explains what it will be like and how to study | x | x | |
| | Major concepts reviewed/ students questions encouraged | x | x | |
| | | | | |
| Day 12 | Exam | x | | |
| | | | | |
| Day 13 | Go over graded exams/ student questions and concerns addressed | x | x | |
| | Students complete grade calculation and graphs | x | x | x |
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**DETAILED UNIT GUIDE**

This Unit Guideline will help you to plan, deliver, and assess a credible teaching unit while encouraging you to reflect on the impact of your instruction on student learning. Ideally, all of the below should be included in the planning of a solid teaching unit. Once you are set up in your teaching environment, some of this will happen naturally and will not need to be considered with each lesson. It's nice to have a place to check back to every now and then, however, to be sure you have covered all of the bases.

## You, the teacher, should:

1. **Use information about the learning-teaching context and student individual differences to plan instruction and assessment.** To better define your learning-teaching context consider the following:

   **School community characteristics**. What is the neighborhood like? What is the socio-economic level of your students?

   **Classroom characteristics.** Think of the classroom environment in which you are teaching: classroom rules and routines, physical arrangements, technology, social dynamics and grouping patterns, and scheduling that affect learning and teaching.

   **Student characteristics.** Be aware of the students in the classroom including the number of students and their ages and gender, cultural and socioeconomic backgrounds, native language(s) and levels of English proficiency, range of abilities, and special needs.

   **Assessment and instruction.** Consider how the learning context will affect your instruction and assessment in order to meet the needs of all learners in your classroom.

2. **Set important, challenging, varied, and appropriate learning objectives (i.e., curriculum goals).**

   The learning objectives must clearly define what you expect your students to know and be able to do as a result of instruction. You must be able to assess these objectives. Your learning objectives must address *at least three* of the following types of objectives:

   a. Knowledge
   b. Reasoning
   c. Performance Skills
   d. Products
   e. Dispositions

   Think about how your objectives do the following:

   1. Relate appropriateness of the learning objectives to the learning-teaching context and student individual differences. (are they developmentally appropriate?)
   2. Align with the classroom teacher's long-range instructional goals.
   3. Align with national, state, or local standards for student learning.

3. **Use multiple assessment methods (e.g., constructed responses, essays, multiple choice, true/false, performances) and strategies (e.g., group projects, self-reflection journals, oral presentations) aligned with learning objectives to evaluate and advance student performance.**

It is advisable to design an assessment plan to monitor student progress toward the learning objectives. Plan appropriate assessments before instruction (pre-assessments), during instruction (interim or formative assessments), and after instruction (post or summative assessments). After administering the pre-assessment, analyze student performance relative to the objectives and allow that to guide your instruction or modification of the objectives.

Assessment methods may include constructed response, selected response (i.e., multiple-choice tests, true or false), essay (essay examinations, take-home essays, etc.), performance assessment (i.e., reading aloud, performance event, performance task, communicating conversationally in a second language, carrying out a specific motor activity in physical education, delivering a speech, etc.), and personal communications (i.e., questions posed and answered during instruction, interviews, conferences, etc.). Your instructional sequence should include a variety of assessment methods and strategies suited for the developmental level of the students and your learning objectives.

The alignment between your learning objectives and assessment methods and strategies may be more easily addressed through the use of a table that lists each learning objective, the assessments used to assess student performance, an explanation for why you chose the assessment, and adaptations made for students with special needs. Here is an example. A template for this form is available in a separate document.

| Learning objective | Assessments | Rationale | Adaptations | Criteria |
|---|---|---|---|---|
| Learning Objective 1 | • Pre-Assessment and/or<br>• Interim Assessment(s) and/or<br>• Post-Assessment<br>• Self and/or peer assess if appropriate | Why you chose or developed each of the assessments for this learning objective. | How and why you adapted each assessment for students with special needs. | Performance goals explicitly stated |
| Learning Objective 2 | | | | |
| Learning Objective 3 | | | | |

4. **Design instruction for specific learning objectives, student**

**characteristics and needs, and learning contexts.**

Your learning activities can take many forms including, but not limited to, direct whole-group instruction, learning centers, teacher-directed activity, small-group experiences, cooperative learning, etc. Be sure to include the use of technology: Overhead projector, Computer, SmartBoard, Palm Pilot, Document camera, Laser Disks, Video/DVD, CD/cassette player, Cameras, Calculators, etc.

Be sure to use ongoing reflection during your instructional sequence.
Be aware of situations when the whole class, groups or an individual student's learning response might cause you to modify or adapt your original lesson plan, or assessments.

5. **Reflect on student learning progress and adapt instruction and assessment to accommodate student needs.**

It is helpful to collect data for each student in the class on a pre-assessment and post-assessment to draw conclusions about the extent to which the whole class attained the learning objectives. Modifications may then be made, if necessary.

**6. Profile student learning and analyze assessment data to determine student progress.**

Sometimes it is enlightening to elect a particular student characteristic to analyze (e.g., gender, performance level, socioeconomic status, language proficiency, or other attributes of diversity). Consider individual students based on that distinguishing characteristic and use the data to draw conclusions about the extent to which these students attained the learning objectives.

**7. Reflect on your instruction and on student learning after teaching the unit in order to improve**

Reflect on your teaching practices and the effectiveness of your instructional sequence. Draw conclusions about why each learning objective was or was not met. Think about the following questions:

a. What changes should be made to enhance student achievement? If no changes are necessary, reflect upon reason for success.
b. How did I effectively plan for changes/improvement when strengths or weaknesses of the students were identified?
c. How could student achievement have been improved?
d. What aspects of this unit could have been improved?
e. What types of technology, if available, would enhance student learning in this lesson?
f. Did this lesson fit well into my Classroom Management Plan?
g. Did this lesson mesh well with the Curriculum Guide?
h. Could I improve this lesson through collaboration with peers?

# Lesson Plan

**Unit**_____

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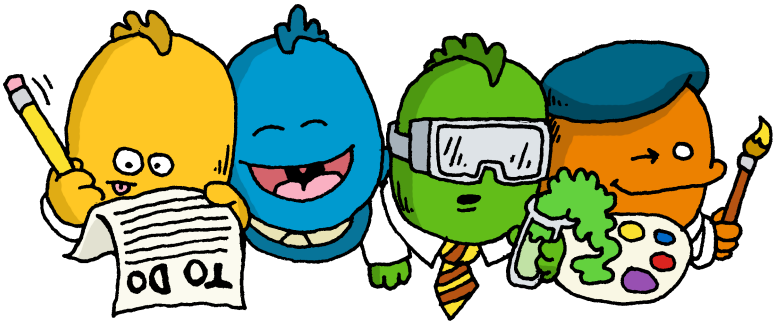



## Learning Communities

A learning community can be as large as an entire town, or as small as six people within a particular business group. In colleges across the country learning communities are established where students share courses and study units. In its simplest form, small groups of students can become learning communities right in your classroom. Rather than teaching traditional academic units to all students in the same way, learning communities offer an abundance of ways for them to explore. Teachers and students learn as they respond and adapt to each other and to diverse resources. Adaptive change correlates with collaboration. Functioning in this manner, groups of students become more capable of learning. An emphasis is put on the whole group, with students collaborating and supporting each other towards particular learning goals.

The Cognition and Technology Group at Vanderbilt defined a list of core values and principles for learning communities in 1994. Curriculum and instruction emphasizes active, problem-solving teaching and learning. It integrates subject areas and uses a variety of instructional strategies aligning with student needs. Heterogeneous, collaborative student teams are set up. Five-six students to a group seem to be ideal. It might be smart to mix your advanced and slower readers, your visual, auditory and kinesthetic learners as well as your personality colors. (See Start-Up activity Assessments, Chap 1 on this CD.) Those early assessments can be very useful! Focus the curriculum on project-based assignments, while paying attention to the required key concepts and skills. When testing, focus on thinking and communicating as well as on concepts and skills. This allows you flexibility to motivate, challenge and enjoy your unique class, while still being accountable to state and national goals.

Learning community research has shown that students are the best teachers for one another. Strong bonds form as they study together and support one another and learn from each other. Students will be more satisfied with their learning and will have more success. More students will actually complete the work and some will develop leadership skills. The feeling of empowerment that comes with decision-making is rewarding and this type of learning satisfies both social and academic needs in your students. Needless to say, classroom computers and the Internet are invaluable as you work with learning communities in your classroom.

Some ways you might utilize these small groups are as follows:

**Jigsaw Learning** – Each group has the same material to cover and individual members are given a specific learning objective. Then the students assigned the same objective, one from each group, meet together to research and discuss their specific assignment. They become "experts", and then go back to their original groups and teach the others what they have learned. It might be fun to organize and assign so that all your "Orange" students ended up working together, all the "Golds" together etc. The re-teaching methods chosen by these differing types of learners will be creative fun to watch. (See True Colors in Chap 9 on this CD) Remember to be sure students understand they will be assessed on ***all*** the material, so they are responsible for learning from each other as well as teaching others.

**Cognitive Apprenticeship** – The teacher models learning behaviors along with verbal explanations of the thinking process involved. Teacher gets the groups working together and can then move from group to group as a coach. Group members help each other to grasp the objectives.

**Knowledge Building** – This type of learning is more "free-wheeling." Learners work together and help each other to understand a particular subject or topic, and again, teach it to others. The difference here is that, although guidelines can be included in the assignments, the students direct their own learning and do not have to find a correct answer. They are allowed to discover and share what they find interesting about the topic.

**Inquiry Based/ Problem Solving** – Students in groups are given certain information and asked to come up with explanations. They develop

hypotheses, research background, set up experiments and finally reach conclusions. (See Trial and Error Learning, Chapter 4 on this CD)

## Resources

**http://wiki.albany.edu/display/etap623/Learning+Communities+in+the+Classroom**
This site outlines a course in learning communities and incorporating these into the classroom.

**www.classroomcommunity.ecsd.net**
This site is a teacher share site with entries for grade 1-5. It contains great examples from real classrooms.

**www.community4me.com/cbinclassroom.html**
This site offers info on group dynamics and a list of characteristics, which occur with, and result from learning communities in the classroom.

**www.lauracandler.com**
Scroll down to Laura's File Cabinet and choose "Cooperative Learning", there are several good ideas here for creating a learning community in your classroom.

# Creating a Learning Community

This collaborative approach to teaching makes everyone understand that everyone has a stake in the learning. This is a sample class format to create a learning community.

Learning Together—Building Understanding

**Sample class format**

Catchy Title (i.e. Learning 4U or S-mart)
Unit to Study

1. Introduce the work for the class-
   What is to be discussed—?
   How long will the work focus activity last—?
   How will you stay focused—agree ahead of time about how the class will be conducted--?
   How will you reach agreement on moving forward?
   What are the desired outcomes?

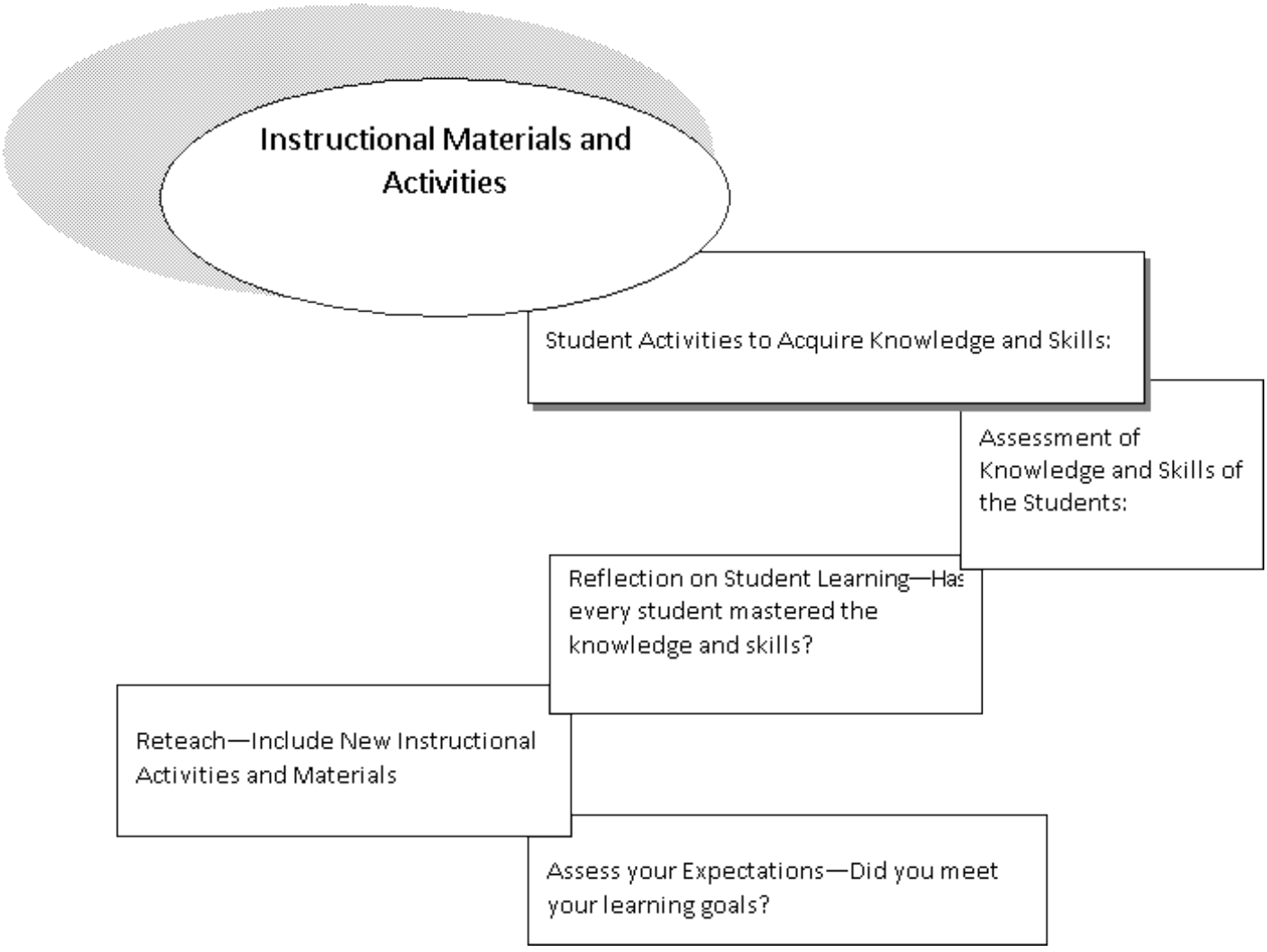
2. Provide Needed Information
   a. Not as effective to sit and listen—try activities that will keep everyone engaged
   b. Use activities that will build commitment

3. Do a Visioning Activity
   a. What is the ideal---where do we as a learning community want to be in the near future and the long-term future?
   b. Create an action plan (see enclosed form for Goal Setting)
   c. Find the champions—who will lead the initiatives
   d. Set timelines for completing work

4. Summarize key points from this class

5. Set agenda for next class based upon accomplished goals or goals yet to be accomplished

# My Classroom Academic Expectations
# (At a Glance!)



# *Goal Setting*

***Group Name_____ Time_____***
***Date_____***

***Goal #_____ Goal Statement:***

| ***Subgoals*** | ***Action Steps*** | ***Champions*** | ***Outcomes*** | ***Evaluation/Reflection/ Readjustments*** |
|---|---|---|---|---|
| | | | | |

**Instead of Homework Card**

**Name: _____ Date: _____**

**Assignment: _____**

**Reason assignment not turned in: _____**

_____

_____

**Plan of action: _____**

_____

_____

**Signature: _____**

**On the Back of the Card**

**Alternate Assignment Suggestions**

**Visual _____**

_____

_____

**Auditory _____**

_____

_____

**Kinesthetic _____**

_____

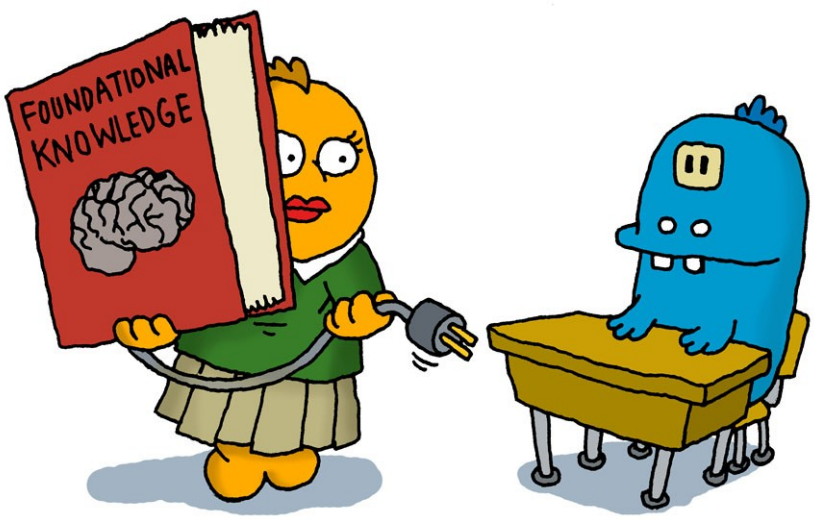
# The Instead of Homework Card

The *Instead of Homework Card* is a good way to promote accountability and to catch those students who sometimes slip through the cracks. It is also a good way to keep up on what is going on with your students. If there is a crisis in the family, it might come out on this card. If a student simply does not understand the assignment, their plan might include a personal conference for some private instruction.

Here is how it works. When a student doesn't hand in an assignment, he/she must fill out an *Instead of Homework Card.* The plan of action will have to fit into your guidelines for late work. If a student does not follow through with the agreed plan, then you could contact the parents at that time, or send a copy of the card along with a form explaining the point-loss to the parents. Keep these cards on file so that it is easy to conference with the parents and students about grades and responsibility.

Sometimes the assignments are not suited to the student's learning style or competency level. For instance, if the student didn't do the assignment because he/she can do 25 multiplication problems in his/her sleep and is bored to tears by the repetition, then that student might flip the card over and try to entice you into accepting an alternate assignment.

On the reverse side of the card, the student might suggest a different assignment that is in line with his/her learning style and that would prove competency in the material. For example, if the assignment was to complete 25 multiplication problems with three digits, the student might prove competency by teaching how to solve a random problem of your choice to the class. If the student is unable to do this, you can easily see how to help the student and the student will be able to see that the assignment will build his/her skill level through repetition. If the student is competent, you could pair him up with a weaker student and use his expertise in a more productive manner.




# MAX Teaching

Dr. Mark Forget (pronounced forjay) has published a wonderful book entitled ***MAX Teaching with Reading and Writing***. It contains a multitude of helpful information and teaching techniques. Three major learning steps are explained and featured, thus defining MAX Teaching.

**M**otivation – the desire to engage in learning

**A**cquisition – the taking in of new information

E**X**tension – taking that knowledge beyond the text

This dynamic trio is combined with his Skills Acquisition Model (SAM) and the Cooperative Learning Model (CleM) to make the entire process work. I discovered Dr. Forget and his system late in my teaching career. I wish I could have acquired it much earlier. I highly recommend his book to you. It is easy to read and understand, along with being full of great useful classroom ideas. His book and website, www.MAXTeaching.com, feature how to increase student engagement in class reading material, help students utilize higher thinking skills on a regular basis, and allow all teachers to improve student reading abilities within the classroom. To explain what happens in a classroom when his ideas are implemented, I quote:

“Instead of having a few students (who either have support at home or the necessary self discipline to do homework) as the only participants in a topical discussion, *all* students can be interacting together in higher order thinking. The classroom comes alive, with no one left out. It is a dream come true. And it can happen to you.”

Near the bottom of the Home Page on the website, you can find many examples of anticipation guides for different topics. Of course, you will have to make up your own guides to match your text material, but these are helpful to look through for ideas. Included here is Dr. Forget’s explanation on how to introduce anticipation guides to students, and 3 pages from his book, explaining how to effectively make up and use anticipation guides. Good luck!

## Introducing Anticipation Guides to Student
**(In the words of Dr. Forget)**

The first time you use an anticipation guide with students, you will need to explain how this activity differs from the typical "worksheet" that they all know so well. I usually begin by asking the students if they have ever done a worksheet. Once they respond, I explain the differences between anticipation guides and a normal worksheet. This explanation is important because a well-made anticipation guide can truly empower students to perform true reading – thoughtful construction of meaning from the text – if they realize that it is very different from a worksheet. The monologue usually goes as follows:

"Before we begin this reading, I need to clarify with you people how you use an anticipation guide during the reading. By a show of hands, how many of you have ever done a worksheet?"

Once they all raise their hands and suggest that they have done thousands of them, I say, "The anticipation guide you are about to use is like a worksheet ***in that it is on paper – and that is where the similarity ends. An anticipation guide is the opposite of a typical textbook-published worksheet.***

First of all, it does not have questions! Rather, as you have already noticed, it is made up of statements – hypothetical truths – about which you already have opinions. As I walked around the room and listened to your discussions, I noticed that you have differences of opinion on several of the statements on the anticipation guide. This is a good thing. When we get into the reading in a few moments, I want you to read to seek information that supports your beliefs.

But there are two other important differences between this anticipation guide and a typical worksheet. With most worksheets, you can find the answer to a question in one place in the text. And, normally, the question on the worksheet is worded just about the same way as the answer is worded in the text. The result is that you never have to really read the text to find the answers. Instead, you simply go on a little hunting trip – starting in the middle or back of the reading – skimming and scanning, to stalk bold print or other clues that will help you locate "the right answer" without ever seeing the logical presentation that the author is making. You all have been taught writing techniques, and you know that a well written work has some logic to the way it is organized, stating key ideas and then supporting those ideas with elaborating details. Mature readers who want to understand a new idea

don't skim & scan except to preview the reading. Once they begin to read for understanding, they read from the start to see the author's logical presentation of ideas. This is what I am going to ask you to do with this reading today. You need to read this from the beginning, and work straight through it. You will see that, because you have made the predictions you made, and because you have discussed these things with other students, you will find that you are able to make good sense of the reading. It will be easy for you to read.

So you need to keep a couple of things in mind at this time:

1. You will not find anything in the text worded exactly the same way the statements on the anticipation guide are worded. So, if you attempt to go on a skim & scan "hunting trip" through the reading, you will become frustrated fairly quickly. Instead, you will have to put on your thinking caps and read interpretively. You may have to infer the data that support your beliefs. (I usually model inferential thinking here.)

2. Another big difference between this activity and a worksheet is that, in order to support or negate some of the statements on this anticipation guide, you may have to assemble an argument, using information from more than one paragraph, possibly from two or more different pages.

In other words, you may have to behave like attorneys behave – gathering as much evidence as you can to support your case – preparing to convince a jury of what you believe to be true.

So here is how you will gather the information:

Let's – just for demonstration purposes – suppose that I had checked statements 1, 3, 5, and 7 on this anticipation guide. (At this point, I place check marks on the overhead transparency of the anticipation guide.)

As I said earlier when you were first making your individual predictions, you could change any of the check marks as you read the text if you were to find your prediction to be incorrect. Here is how you would do so:

If, as I were reading, I found that number 1 should not be checked, I could just cross through the check mark like this. (I draw a line through the original check mark perpendicular to the line of the mark.) You do not need to get out a bottle of "White-Out" or wear down you eraser. Just cross through it, and it will be just as if

you never checked it. *But it is important that you make note of where you found information that leads you to think this way.* You can do so by noting the page, column, and paragraph where you found information that you are interpreting to support your beliefs. You place the information right on the anticipation guide like this. (I write on the transparency to model the gathering of information.)

Suppose that, during the reading, I change my mind and I feel that number two should be checked. No problem; I just place a check mark next to it like this. (I put a check next to the statement on the transparency overhead, and I make sure to write a page, column, and paragraph indicator under the statement.)

Does everyone understand now how to gather information to prove your case? Remember that you are acting like attorneys – gathering as much information as you can to support your case, and preparing to present your interpretation to the jury – and the jury, in your case, is your cooperative learning group.

Let's go into the reading now. (I allot some reasonable time to read.) My final instruction: Please do not distract yourself or others during this reading time. If you have a habit of tapping your pencil on the desk or clicking your pen or some other distracting behavior, I am asking you to forgo that at this time. Let's make this a library-like quiet place to read. Also, you might – since you have already discussed some of these ideas with your peers – feel the need to poke your neighbor in the shoulder and say, 'Look. Here's number three. I told you!' Please refrain from doing that. We will have time to discuss our findings in our groups immediately after we finish the reading. So please don't distract yourself or others. Let's begin…sshhh"

s/he will have created a meaningful purpose for Acquisition of new knowledge. Purposeful reading leads to improved comprehension and, thus, acquisition of an important comprehension skill. Finally, teacher-mediated student discussions allow for students to experience EXtension beyond the text. As students work to iron out any differences in interpretation by attempting to come to consensus on construction of the author's meaning, students manipulate ideas in such a way as to experience higher order thinking about the subject being learned. This is the point at which application, analysis, synthesis, and evaluation level thinking takes place. The result is better understanding and higher retention of subject matter.

## How to Construct Effective Anticipation Guides

1. Assess the material for major concepts to be learned. I like to have closure within one class if possible, so I usually choose to cover one section of a normal textbook or a corresponding length of text — about 6-8 pages — in a 45 to 60 minute class. For a 90-minute class, I like to do two sections of text, or about twice as much (except near the beginning of the year because it might be too much to ask of students to read 12-15 pages if they are not used to it). What I like to do is read through the text with this thought in my mind — If these students were really good readers, able to infer the really important concepts from this piece of work, what would those concepts be? Then, I simply state those concepts on the anticipation guide. Sometimes the concepts are those I know to be important because of my expertise in the field. Sometimes they are what the state curriculum says must be learned (even though not stated directly in the text).
2. Write statements based on the concepts. (Depending on the material and the age of students, the number of statements may vary from three to ten or more.) Statements that are likely to engage students in reading and discussion reflect the following seven characteristics:

    - **Each statement concerns an important concept of the lesson.** You should limit the number of statements to the quantity of important concepts that must be learned. For young students, 3-5 statements may suffice. For advanced placement seniors, 14-15 statements might be required to get at the key ideas.
    - **Every statement rephrases what the text says.** There are two reasons for this and they are explained below.
    - **All statements are plausible.** Don't waste students' time with inane ideas.
    - **One or two statements include ideas that are intuitively appealing to students, but which will prove to be incorrect upon reading the text.** All statements should be believable rather than outlandish in nature, but some should create an "Aha!" effect once students actually get into the reading.
    - **Some statements should be written in such a way as to force students to interpret large segments of text such as a paragraph or two, perhaps even from different pages.** This prevents the exercise from turning into a simple "decoding exercise" as in many worksheets. Students are encouraged to maintain meaning over longer pieces of text rather than to just "find the answer." Even though a student might find some evidence relating to a statement, s/he is likely to continue to carry that thought, continuing to seek more evidence that might either negate or at least qualify the original information found. To make statements this way, I usually seek information further in the chapter that relates to a statement, and I just go back and add qualifying terms or phrases to statements that I have already made on the anticipation guide. thus, students who find information near the beginning of the reading that seems to corroborate a statement, later in the reading,

find information that either negates or, at least, limits their original interpretation. This provokes mature, thoughtful, and skeptical reading.

- **Some statements are worded in such a way as to provoke critical thinking about the key concepts.** Rather than true/false statements, they are either controversial or somewhat vague or interpretational in nature. Such statements can be made by using vague qualifiers such as "many" or "most" or by using value-laden terms that will cause disagreements. Based on either the students' prior knowledge or on the material being presented, students might disagree with one another and provide some valid evidence for either side of the argument, both before and after the reading. Teachers should relish such arguments. Arguing is the highest level of most taxonomies of thinking, and when students are arguing over interpretation of the text, they are developing deeper understandings and longer-lasting concepts of the content of your course.
- **Some statements may not have a correct answer — it is a good idea to include some statements to which even the *teacher* does not have an answer.** These can stimulate great discussion leading to deeper understanding of the subject matter. A good example of this sort of statement is a statement that compares and contrasts the elements of an entity or the steps in a process. For example, "*Of the five steps in this lab, one of them is clearly more important than the other four*." is the kind of statement that provokes students into carefully processing each of the steps of the lab, and allows them to argue about which one they perceive to be the critical step. In the end, each student usually has a pretty good picture of the entire lab process that you wanted them to learn.

In sum, these seven characteristics of quality anticipation guides all contribute to creating an experience that engages students in intelligently processing the text. It is not important that each of the statements has all of these seven characteristics, but it is important that every statement on the anticipation guide have the first three characteristics: important ideas, wording that is different from the wording in the text, and plausibility. (Two of these are described in a bit more detail below.) At least one of each of the other statements on the guide should have each of the other four important characteristics listed above. In addition, one of the first three statements on an anticipation guide should be something to which students will find some exception near the beginning of the text they are to read. This makes them skeptical about the rest of the statements, and skepticism makes them careful readers.

## Rephrasing the Text

This first characteristic is the most important. It is important to use different terminology than the text uses for two reasons. The first is that we need to get away from the "worksheet mentality" of approaching text as a place to "find answers to questions" rather than as a resource to read to make sense of reality. Students need to have the opportunity to read interpretively from text. Students who are used to worksheets rarely ever really read anything in textbooks. They simply go on short "hunting trips" to find answers. They never see the logical argument presented by the author. They start in the middle of the reading, or often near the end of the reading, skimming and scanning for bold print or other clues that will direct them to a place where "the answer" will be found. Once they have "bagged" the answer, they can forget that idea and progress to the next question. This approach to text is part of the reason that most students who start college do not finish their freshman year, and why 57% of high school seniors scored below basic on the 2000 NAEP History Test. Eleven and a half years of teacher lecture, worksheets, and end-of-chapter comprehension questions have led to what can only be considered an inappropriate outcome in a democracy that purports to be a world leader.

The second reason for rephrasing the text is that many students in most classrooms read at a level that is

significantly below the level of the text that has been assigned to them. In light of this problem, the teacher can phrase the statements in such a way as to make important ideas from the text understandable even though the text might be less so. The teacher is thereby setting students up for success in interpreting the text by scaffolding their ability to interpret difficult reading. Students who otherwise might be frustrated with a reading can work their way through difficult text and say to themselves, "I *think* that this is what the book is saying. At least this is how I am interpreting it."

By approaching text in such a way, students are actually acquiring the ability to read materials that are closer to their grade levels or even higher than grade level, even though they would not be able to do so if the teacher had just assigned the reading to be done at home or away from the classroom.

## Plausibility

Each of the statements on an anticipation guide should be believable. It is inappropriate to insult their intelligence by having middle grades or high school students relate to statements such as "*The largest bodies of water in the world are called continents*." On the other hand, a statement like, "*The largest bodies of water on earth are called oceans, and it is fairly easy to look at a map or globe to tell where one begins and another ends*." Such a statement gets students to focus on an important truth, but leaves room for discussion and interpretation of the text and of maps. In other words, it makes them think.

## Answer Key?

My contention is that the teacher who has made a quality anticipation guide should never walk into the classroom with an answer key. The reason for this is that there should always be room for interpretation of the statements on the anticipation guide and for interpretation of the text. I cannot list all of the times when I thought I knew which statements should be checked or not checked, but was proven wrong by logic that I had not anticipated or logic that was based on a valid interpretation that I had not anticipated. (This actually makes it easier to make anticipation guides. You do not have to know the answers! You get to read and think along with the students.)

## Classroom Procedures for Anticipation Guides

**Lifelong learning skill(s) to be discussed with students and practiced during the process:**

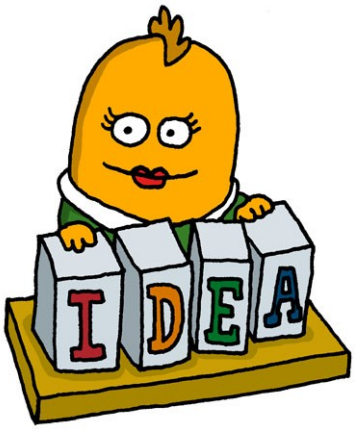
- Using prediction as a means of developing purposes for engaging in reading
- Constructing meaning and reading critically to clarify interpretation of text

**Materials**:

- Anticipation guides — one per student,
- Textbook or other reading,
- Transparency of anticipation guide

**Quick Overview of lesson:**

- Predict
- Discuss — small groups
- Silent reading, seeking evidence for interpretations
- Discuss — small groups
- Discuss — whole class




# Flow Charts and Graphic Organizers for Note Taking

Teaching students how to take notes and organize their learning material is a gift that keeps on giving. Most students are ineffectual note takers. They either get bogged down trying to be a court reporter and write down every word, or they skip around and miss the major points. If you take the time to help students organize their information and learn how to pick out the main ideas, they will be able to better understand the material and they will be able to use their study time to their advantage.

A very popular way of taking notes for lecture style learning or reading text is the Cornell method developed by Walter Pauk forty years ago to help Cornell University students to better organize their notes. The two-column system divides the paper into 1/3 and 2/3 sized sections. On the left hand column, the main ideas are recorded skipping lines between ideas. The supporting ideas go in the right column. At the top of the page the student can record the date, where the notes are taken from and the lesson objective Your students can draw the lines and create the columns on their own notebook paper or paper can be purchased with the lines drawn. One of the names that it goes by is "Law Board Paper". We have included a printable template below. You can also find a template of Cornell notes at http://www.freewebs.com/lanzbom/cornellnotes.pdf.
This is just one site of many offering printable templates.

The two-column method is very useful for taking notes for lectures. Your students can take notes on the right hand column and then later, when they are studying, pick out the main ideas of their notes and write them in

the left hand column. Identifying the main ideas is a great homework assignment.

When reading a textbook, the main ideas in bold print would go in the left hand column and a synopsis of the reading in the right hand column. Again, this is a great homework assignment and much more effective than having students scour the text for key words to answer questions on a study sheet and never take the time to read and understand the ideas.

The following template was downloaded to show you an example of the two-column note taking method.

| | |
|---|---|
| | Feb. 2, 20009 History St. Joseph, Missouri |
| | |
| Famous | Jesse James was shot and killed here |
| People | JaneWyman, Walter Conkrite & Colman Hawkins born |
| | |
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| | |
| Location | Located along the Missouri River in Northwest Missouri |
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| | Joseph Robidoux founding father |
| History | Pony Express started here |
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Our two-column template is below.

DATE _____ LESSON OBJECTIVE _____

NOTE SOURCE _____

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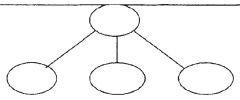
## Graphic Organizers

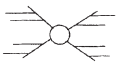
There are graphic organizers for all types of lessons that will help your students to understand complex and abstract ideas. Dr. Mark A. Forget in his book, ***Max Teaching With Reading and Writing: Classroom Activities for Helping Students Learn New Subject Matter While Acquiring Literacy Skills,*** describes ways to use several different graphic organizers including: the Venn Diagram to compare two different things; the Fishbone Diagram used to identify factors that contribute to the result; the Cycle Graph used to show any cyclical pattern of events, and the Spider Map which shows the main idea in the center surrounded with supporting ideas. MAX teaching generic graphic organizers are briefly explained on the ADOBE document included with this one.

Two great websites with a variety of downloadable organizers are www.edhelper.com and www.teachervision.com . You can type "graphic organizers" in the search box on each site. You will find printable templates for a multitude of ideas for grades K-12.

## Figure 28-1: Nine Generic Graphic Representations



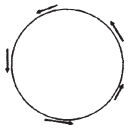
**1. The Network Tree**: Shows a hierarchy of related ideas. The main idea goes at the top, and subsidiary ideas go into the areas below. It can have many levels of subtopics stemming from the lower levels.



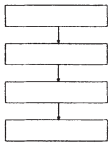
**2. Spider Map**: Shows main idea in the center and subsidiary ideas branching out from there.

| Items to be compared/contrasted | Attribute A | Attribute B | Attribute C |
|---|---|---|---|
| Item 1 | | | |
| Item 2 | | | |
| Item 3 | | | |

**3. The Compare & Contrast Matrix**: Can be used to compare or to contrast the various attributes of several things, such as human cultures, plant types, rock types, bacteria types, etc.



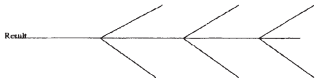
**4. The Cycle Graph**: This can be used to show any cyclical pattern of events such as the life cycle of plants, the biological process of mitosis in cells, historical cycles of events, etc.



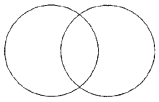
**5. Series of Events Diagram**: Can be used to show the sequence of events in history, in a chemical reaction, or any sequential pattern that might occur in a process of any kind.



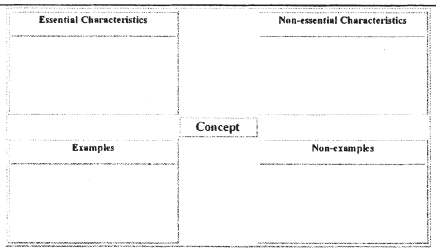
**6. The Continuum Scale**: This graphic representation can be used to portray a time line, political orientation on a political spectrum from left wing to right wing, a number line, or anything that can be represented as a continuum.




**7. Fishbone Diagram**: Ribs identify factors that contribute to the result. The result could be an election outcome, the resolution of a story, a mathematical concept such as the product of two binomial expressions, or any other result of contributing factors.



**8. Venn Diagram**: This can be used to compare similarities and differences in two different things such as comparing schools today with schools 100 years ago. The similarities would go in the overlapping parts of the two circles. The characteristics of 100 years ago would go in the non-overlapping portion of one circle, and the characteristics unique to present schools would go in the non-overlapping part of the other circle.




**9. Frayer Model:** The Frayer Model is a tool used to help students develop vocabulary and conceptual understandings. Students write a particular word in the middle of a box and proceed to list essential and non-essential attributes, examples, and non-examples.

## Classroom Discipline

Discipline is one of the toughest topics to approach because the method that works will vary a great deal from person to person. You must find a technique that works for you, because no teacher enjoys a classroom where the students do not behave.

We all know that it's smart to begin with a simple technique, looking at the student or students in question while continuing class as usual. The students then know you are aware of what is happening. The next step is moving toward the offending students, even to the point of standing right beside them. If this doesn't work, you might speak quietly and privately to them, requesting their attention or that they stop their distracting behavior. Using "please" is very helpful.

If the annoying behavior does not stop, you should take it to the next level. You need to stop the class and confront the behavior. You might speak to the offending students using an "I-message" (See Chapter 2). This is public and direct yet positive in nature and in no way demeaning.

Hopefully this is all you will need. If you have set up classroom norms with the students at the beginning of the year, you might remind them of the rules they adapted and the consequences, which were agreed upon. Remind them they are all part of a team and they can help one another to follow the rules, so the classroom promotes learning and is a safe, respectful, fun place to be.

If this doesn't work, you are going to have to deal with the offending students one-on-one. Try to remain calm, polite and caring when confronting a student privately. Listen to what they have to say. Try to understand why they are unable to follow the rules. Stay firm and fair and attempt to make a contract with them so the behavior will not occur again. Only in extreme cases should you send a student to the office or ask for a parent/teacher conference. But those tools are there for you to use, if you need them. (See Discipline Referral Form in Chap 8 of this CD)

There are many really great techniques for classroom management that have been developed over the years. Listed in resources you will find those we think are the best. All of these methods work, but remember, you must find out what works for you and your personality. You must be comfortable in your own classroom and enjoy going to work every day. If one method doesn't feel right, you can always try

another. You will find what works for you and will wonder why you ever thought discipline to be a problem.

## Resources for Classroom Management and Discipline

### Books and Workbooks:


Bianco, A. (2002). *One-minute discipline: Classroom management strategies that work!* San Francisco, CA: Jossey-Bass.

Charles, C.M. (2008). *Building classroom discipline.* Boston, MA: Pearson, Allyn and Bacon.

Curwin, R.L., Mendler, A.N., & Mendler, B.D. (2008). *Discipline with Dignity: New challenges, new solutions.* Alexandria, VA: ASCD

Emmer, E.T., Everston, C.M. & Worsham, M.E. (2006). *Classroom management: For middle and high school teachers.* Boston, MA: Pearson Allyn and Bacon.

Jones, F.H. (1987). *Positive classroom discipline.* Boston, MA: McGraw Hill.

Kohn, A. (1996). *Beyond discipline: From compliance to community.* Alexandria, VA: ASCD.

Lemlech, J.K. (2004). *Teaching in elementary and secondary classrooms: Building a learning community.*
Upper Saddle River, NJ: Pearson Education, Inc.

Marzano, R.J., Gaddy, B.B., Foseid, M.C., Foseid, M.P., & Marzano, J.S. (2005). *A handbook for classroom management that works.* Alexandria, VA: ASCD.

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Alexandria, VA: ASCD.

Sprick, R.S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management.* San Francisco, CA: Jossey-Bass.

Weinstein, C.S. (2003). *Secondary classroom management: Lessons from research and practice.* Boston, MA: McGraw Hill.

**On-line Resources:**

**http://www.loveandlogic.com/**

This site is where you can purchase books and materials to implement *Love and Logic* in your classroom or at home. Some great articles are included on this site that may be helpful … and they are free! Just scroll down to the tiny print at the bottom and click on articles, then go to "Articles for educators". Included you will find how to create a classroom using the *Love and Logic* principles, information about the "misbehavior cycle", how to use the recovery process for disruptive students, about delayed anticipatory consequences and 23 classroom interventions.

**www.as.wvu.edu/~equity/general.html**

This website has some good ideas for teaching minorities.

**www.glavac.com/harrywong.htm**

This gives a summary of major concepts from Harry Wong. Definitely "food for thought".

**http://teachers.net/gazette/NOV00/wong.html**

This is an article written by Harry and Rosemary Wong entitled, "The First Five Minutes are Critical". Very useful.

**http://teachers.net/wong/MAR04**

This one is entitled "A Well-Oiled Learning Machine." It explains the difference between classroom management and discipline.

**www.marvinmarshall.com/heirachy.htm**

This is a Marvin Marshall site is entitled "Discipline Without Stress." If you choose "classroom management" in the left scroll bar, you will get to several neat articles about curriculum, instruction and classroom management, rules, impulse control, procedures to consider and attention management. They all have important things to say.

**http://www.teachnology.com/tutorials/teaching/poverty/**

On this site, if you go to "teaching tips" in the green highlighted area, you can find lots of great ideas.

**http://ezinearticles.com/?Teachers**

Scroll down on the left side of the site and find "search of Ezine articles". Type in "classroom management" or "classroom discipline". Lots of great ideas here.

**www.lauracandler.com**

Scroll down to Laura's file cabinet and choose "cooperative learning". Then click on "classroom management ideas." You'll find STOP, a method for classroom management.

# Classroom Environment

When you think about creating a classroom environment, you might be thinking about the seating arrangement, bulletin boards, learning centers, reading nooks, and cozy accessories such as plants or pictures. Sure, all of these things are nice and make the room look inviting, but if a student doesn't feel safe and secure in your room, you do not have a good classroom environment.

A high school honors student told a story about his experiences in one of his classes. The students in this class were all academically gifted. They were all serious students and concerned about their grades, but were very hesitant to participate in classroom discussions or to answer questions, because the teacher had created a climate of fear by routinely shaming them if they said or did something wrong. For example, one of the students was reading his report to the class when the teacher interrupted his presentation and berated him for reading. The teacher didn't tell the class that they were not supposed to read their reports, so the student was caught off guard and was humiliated. Another time, a student handed her notes into the teacher and had combined the book notes and the lecture notes, when they were supposed to be separated. The teacher started to rant and the girl started to cry. The bell rang and the class left, but the girl had to stay and the teacher continued yelling at her as the next class arrived. After the girl left the classroom, the teacher sarcastically asked this class several times during the hour, "You aren't going to cry now are you?" The students of both classes were outraged at the behavior of the teacher and the poor girl will probably carry that experience with her for the rest of her life.

Your job is to make each child feel valued and appreciated. That doesn't mean that you are handing out empty compliments or that your standards aren't high, it means that you are not a bully who controls the classroom through intimidation. It means that you are forgiving and flexible.

Here are some ideas to help you create a welcoming and nurturing environment where your students will feel comfortable and safe and will be ready to learn.

1. Take time to say hello to the students and address as many by name as you can when they enter your room.

2. Carve out some time to share some personal information. For instance, congratulate the members of the baseball team for a good game; celebrate any personal achievements of your students with the entire class, with their permission. This gets the class better acquainted and helps to build rapport.

3. Address behavior issues consistently and fairly.

4. Make sure that you do not have favorites and that each student is held equally responsible for following the rules. Students are more likely to buy into the classroom rules if they are involved in establishing them. Have a classroom meeting and brainstorm classroom rules and consequences for breaking the rules. Appoint a committee to consolidate the ideas and then bring them back to the class for a vote. Keep the number of rules to a minimum. Post the rules and the consequences or make sure that each student has a copy. Then be consistent in enforcing the rules and you will gain the respect of the students and they will know that their environment will stay safe and secure.

5. If you have a culturally diverse classroom, include activities that recognize the student's culture and language.

6. Address physical, mental and economic diversity often with discussions about acceptance of all types of people. Find stories to include in your curriculum that will address these issues and then capitalize on the information with discussion.

7. Value respect, both directions. If you see a student being disrespectful to another student, or behaving that way towards

you, deal with it right away. Do not wait. If a bully is stopped from bullying, and respect for one another is discussed and encouraged, usually those behaviors will not return. And remember, you must always show respect to your students. Everyone needs to be respected, even the bully. If you do not agree with his/her position on an issue, you can simply say, "I do not agree with you on this issue, but I respect your right to your opinion and I appreciate your ability to share your ideas with us in a constructive manner."

8. Always include activities where students can work together and promote teamwork and respect.

9. Foster humor. Learning can be fun. Everyone appreciates a good sense of humor, and it can often smooth over a rough situation and minimize discord. Laugh and share with your students. It's healthy for you all and helps relieve stress!

10. Be flexible. Adjust your classroom and ideas to meet the needs of your students. Be open to moving a student to a different seat if it will help that student to be comfortable. Classmates can be annoying and a distraction.

11. Listen to the needs of your students. Even though you are in control and it is your classroom, it is also theirs. When students feel comfortable enough to share their feelings and concerns with you, listen. Take them seriously. You are in a position to be helpful, and by sharing, they are indicating they trust you. That trust is priceless. It opens the door to learning.

12. Address student issues privately. Be sure to use that time to repair and rebuild, not to destroy. Build on the student's strengths. Never humiliate a student in front of other students. That will create an open wound that may never heal.

13. Before you deal with student discipline, take time to center yourself so that you don't use your students as scapegoats for

your anger. Remember, you are modeling the behavior that you want your students to emulate and they are always watching and learning from you.

Clean, attractively decorated and organized classrooms are certainly encouraged and appreciated by the students and administrators, but an atmosphere of love and respect where students feel safe and secure is the true mark of a successful classroom environment where students will flourish and learn.

## Student and Teacher Goal Setting

**Together the Student and Teacher will establish major learning goals. Prior assessments should provide information to establish the goals. Template below for classroom use.**

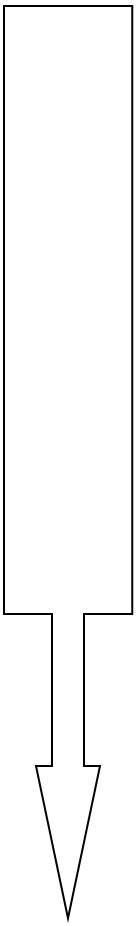
| Learning Goals | The student will: | The teacher will: | How both the teacher and student will know the goal was achieved? (i.e. perfect spelling score for 3 days) | What contributed most to the achievement of the goal? |
|---|---|---|---|---|
| These sheets can be used as a collection of evidence of student work to have students present at parent/teacher conferences. | | | | |

# Student and Teacher Goal Setting

| Learning Goals | The student will: | The teacher will: | How Achieved? | What helped most? |
|---|---|---|---|---|
| | | | | |

## Discipline Referral Form

If you find you have to send a student to the office for discipline, you might as well do it in a creative manner. Let's say Joe is a clown and frequently disrupts class. You have visited with him and his parents to try to curb those bad behaviors. It looks like the office is your only remaining recourse. Start a Discipline Referral Form on Joe. (This is a variation on the old 1,2,3 and you're out!) When he is out of line, make a note of the behavior, the date, and your response on the card. Show it to Joe and get him to initial your entry. Do this 3 times on the same form. When the third time occurs, Joe must complete the rest of the form and take it with him to the office.
The example is below followed by a blank template for your use.



**Discipline Referral for _____Joe Somebody_____**

| Date | Student Behavior Noted | Teacher Action | Student Response | Student Initials |
|---|---|---|---|---|
| 4/17 | Joe talked loudly several times during the lesson. Disrupted classroom Learning. | I asked him to please not talk loudly during the lessons, as others could not learn. | He said OK. He was good for the rest of class. | |
| 4/20 | Joe came in late in the middle of a classmate's report. He called me a "witch" when I asked him to settle down so the report could continue. | I asked Joe to step out of the room with me and confronted him about his behavior. | He was unresponsive. When we returned to the classroom he was still angry but he did behave better. | |
| 4/24 | Joe could not sit still in class today. He kept throwing his pencil in the air and he told a classmate to "shut up" when she complained because the pencil hit her. | I made Joe sit in the back of the room facing the wall, without his books or pencil. | We went on with class. He did not interrupt again. | |
| **Date**<br>4/24 | **Student statement**<br>I was just fooling around. She doesn't like me and she picks on me. If this class wasn't so boring I could behave better. It's not my fault. I have ADHD. | | | **Teacher Initials** |

**Discipline Referral for _____**

| Date | Student Behavior Noted | Teacher Action | Student Response | Student Initials |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| **Date** | **Student statement** | | | **Teacher Initials** |

# Multiple Choice Exam Review Form

**Guidelines for students**

This is a great way for you students to assess your own test results. If you do this honestly, you will recognize your weaknesses and be able to plan what to do about them. It is important to remember the meaning of each choice, so you really understand what happened.

C = Careless (This means you really did understand the material. You simply marked the wrong answer by mistake.)

M = Misunderstood (This means you thought you understood and were marking the correct answer, but it turned out to be wrong.)

L = Lack of Knowledge (This means you did not know the answer at all.)

## What can you do to correct these types of errors?

C = Be more careful. Don't go so fast. Look over the exam for careless mistakes when done.

M = Re-study the concept. Work with a friend or teacher to gain the correct understanding.

L = You need to take the exam seriously and care enough to study. If you do not usually study for exams, try it! Pay close attention in class and also during the review of important concepts for the exam.

# Multiple Choice Exam Review Form:

**Unit _____ Name _____**

| Question # | Correct Answer | My Answer | Why did I miss? What will I do? (C = Careless, M = Misunderstood, L = Lack of Knowledge) |
|---|---|---|---|
| 1 | | | |
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| **28** | | | |
| **29** | | | |
| **30** | | | |
| **31** | | | |
| **32** | | | |
| **33** | | | |
| **34** | | | |
| **35** | | | |

**The following three guide sheets work together to help your students keep track of their grades in your class and to assess where their strengths and weaknesses are. Blank templates are provided in a separate document. You can fill them in, but be sure to save the information under a new name, so you don't lose the template.**

**Student Unit Guide Assessment**: This device is for you to fill in with activities to be graded for each unit and give to your students at the beginning of each new unit. It alerts them to what work will be graded and how much it is worth. It will enable the students to keep track of what they make on each item and to calculate a letter grade.

**Activity Grade Graph**: On this device, they can keep a graph of each piece of work and how they did. If they do well on daily work but never do homework, they can easily see this in the graph. It alerts them to strengths and weaknesses.

**Average Grade Graph**: Using this device the students graph their average grade (calculated on the Student Unit Guide Assessment Sheet) as time passes during the unit. That way there are no surprises at the end. If you remind them to do these averages a few times during each unit, they cannot pretend they do not know where they stand!

Examples of all three templates follow here so you can get the idea. You can type the activity list for the unit into the blank Student Unit Guide Assessment template provided. (Be sure to save this document under a new name, so you keep the blank template for another unit!) Then print the Unit Guide, along with the two graph sheets, and give them to the students at the beginning of the unit. This can become standard procedure for each unit. Students like to keep track of their work and it is very beneficial for them to assess themselves.

The following are examples only. The colored work reflects what the student filled in.

**Student Unit Guide: Assessment** **Unit: _____** **Name:___Susan_____**

| Date | Activity | Possible Points | Earned Points | Grade Calculation (Total Pts. Earned/ Total Pts. Possible X 100 = %) <60% = F, 60-70% = D, 70-80% = C, 80-90% = B, >90% = A |
|---|---|---|---|---|
| 1 | Class Participation | 5 | 5 | 100% |
| | | | | |
| 2 | Homework: Worksheet, | 10 | 7 | 70% |
| | Anticipation Guide | 5 | 5 | 100% |
| | | | | |
| | Quickie Quiz | 10 | 4 | 40% |
| | | | | |
| 3 | Film Study Guide | 10 | 8 | 80% |
| | | | | |
| | TOTALS | 40 | 29 | 29/40 X 100 = 72.5% |
| | | | | |
| 4 | Computer Lab Wk | 5 | 3 | 3/5 X 100 = 60% |
| | | | | |
| 5 | Homework: Highlighting | 5 | 5 | 100% |
| | | | | |
| | Report Work; Outline | 10 | 8 | 80% |
| | | | | |

| | | | | |
|---|---|---|---|---|
| 6 | Computer Lab Work | 5 | 3 | 60% |
| | | | | |
| Date | Activity | Possible Points | Earned Points | Grade Calculation (Total Pts. Earned/ Total Pts. Possible X 100 = %) <60% = F, 60-70% = D, 70-80% = C, 80-90% = B, >90% = A |
| 7 | Lab Report | 20 | 15 | 75% |
| | | | | |
| 8 | Lab Quickie Quiz | 10 | 3 | 30% |
| | | | | |
| | TOTALS | 95 | 66 | 66/95 X 100 = 69.5% |
| | | | | |
| 9 | Listening to Reports | 5 | 4 | 80% |
| | Oral Report | 20 | 15 | 75% |
| | | | | |
| 10 | Written Report | 20 | 18 | 90% |
| | Listening to Reports | 5 | 5 | 100% |
| | | | | |
| 11 | Term Card Set | 15 | 15 | 100% |
| | | | | |
| | TOTALS | 160 | 123 | 123/160 X 100 = 76.9% |
| | | | | |
| 12 | Exam | 100 | 78 | 78% |
| | | | | |
| | TOTALS | 260 | 201 | 201/260 X 100 = 77.3% C+ |

**Activity Grade Graph** **Unit:_____** **Name:__Susan_____**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
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| | | | | | | | | |
| **100% A+** | * * | * * | | * | | | | |
| **95% A** | * * | * * | | * | | | | |
| **90% A-** | * * | * * | | * | | | * | |
| **85% B** | * * | * * | | * | | | * | |
| **80% B-** | * * * | * * | | * * * | | | * | |
| **75% C** | * * * | * * | | * * * | * | * | * | * |
| **70% C-** | * * * | * * * | | * * * | * | * | * | * |
| **65% D** | * * * | * * * | | * * * | * | * | * | * |
| **60% D-** | * * * | * * * | | * * * * | * | * | * | * |
| | * * * | * * * | * * | * * * * | * | * | * | * |
| **< 60% F** | **Class Particip.** | **Home work** | **Quizzes** | **Work Sheets** | **Lab** | **REPORTS Oral** | **Written** | **Exam** |

***This shows that Susan does well on class participation and homework, her reports are reasonable, but she is terrible at quizzes. Maybe she needs to study the night before for a quiz. She did do well enough on the exam to keep her C***

**Average Grade Graph  Unit: _____  Name: ___Susan_____**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 100% A+ | | | | | | | |
| | | | | | | | |
| 95% A | | | | | | | |
| | | | | | | | |
| 90% A- | | | | | | | |
| | | | | | | | |
| 85% B | | | | | | | |
| | | | | | | | |
| 80% B- | | | | | | | |
| | | | * | * | | | |
| 75% C | | | * | * | | | |
| | * | | * | * | | | |
| 70% C- | * | | * | * | | | |
| | * | * | * | * | | | |
| 65% D | * | * | * | * | | | |
| | * | * | * | * | | | |
| 60% D- | * | * | * | * | | | |
| | * | * | * | * | | | |
| < 60% F | * | * | * | * | | | |
| DATES >> | Day 3 | Day 8 | Day 11 | Grade | | | |

*This shows that Susan slacked off in the middle of the unit, but when she saw she had a D on Day 8, she may have tried harder and was able to maintain her average grade for the unit.*

**Student Unit Guide: Assessment** **Unit: _____** **Name:_____**

| Date | Activity | Possible Points | Earned Points | Grade Calculation (Total Pts. Earned/ Total Pts. Possible X 100 = %) <60% = F, 60-70% = D, 70-80% = C, 80-90% = B, >90% = A |
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| Date | Activity | Possible Points | Earned Points | Grade Calculation<br>(Total Pts. Earned/ Total Pts. Possible X 100 = %)<br><60% = F, 60-70% = D, 70-80% = C, 80-90% = B, >90% = A |
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**Activity Grade Graph** **Unit:_____** **Name:_____**

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| | | | | | | | | |
| | | | | | | | | |
| **100% A+** | | | | | | | | |
| **95% A** | | | | | | | | |
| **90% A-** | | | | | | | | |
| **85% B** | | | | | | | | |
| **80% B-** | | | | | | | | |
| **75% C** | | | | | | | | |
| **70% C-** | | | | | | | | |
| **65% D** | | | | | | | | |
| **60% D-** | | | | | | | | |
| | | | | | | | | |
| **< 60% F** | **Class Particip.** | **Home work** | **Quizzes** | **Work Sheets** | **Lab** | **REPORTS Oral** | **Written** | **Exam** |

# Average Grade Graph

**Unit: _____** **Name: _____**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **100% A+** | | | | | | | |
| **95% A** | | | | | | | |
| **90% A-** | | | | | | | |
| **85% B** | | | | | | | |
| **80% B-** | | | | | | | |
| **75% C** | | | | | | | |
| **70% C-** | | | | | | | |
| **65% D** | | | | | | | |
| **60% D-** | | | | | | | |
| **< 60% F** | | | | | | | |
| **DATES >>** | | | | | | | |

# Stress Tests

Teaching can be as stressful as working in the ER at any hospital. In the classroom, you have to be on high alert at all times because you are totally responsible for everything that happens. You will get used to the stress and take it in stride, but when the weekend comes and you get a chance to decompress, you begin to realize how tightly you are wound. By the time you are truly relaxed, it is Sunday afternoon and the old familiar feelings of having to gear up for another week start to surface and you can feel the tension rise.

As you know, you have to manage your stress daily, taking time to relax and regenerate. If you don't take care of yourself, your system forgets how to turn off and then you can get sick or burned out.

Sometimes it is good to take a stress test and see how you are doing. There are several free, quick stress tests on the web that will give you instant feedback. I have referenced two of these tests for you. Both tests are respected and valid. Thomas Holmes and Richard Rahe developed the first one in 1967. They looked at the medical records of 5,000 medical patients to see if stressful life events correlated with illness. They found a positive correlation between the life events and the illnesses of the patients.

In 1970 they tested the reliability of the stress scale by giving it to 2,664 US sailors, who were to rate scores of 'life events' over the previous six months. During the next six months meticulous records were kept of the sailors' health. There was a positive correlation between stress scale scores and illness, which supported the hypothesis of a link between life events and illness. The scale was also assessed cross-culturally with other populations within the US, and a similar correlation was measured.

To take this test go to http://www.healthcentral.com/sleep-disorders/stress-test-3454-143.html. If you find that your stress is at a potentially dangerous level and your health is at risk, you should take the information seriously and make some changes in your life.

Another interesting stress test can be found at http://stresstest.net/ . This site is sponsored by Behavioral Health concepts, Inc. This test was designed to help counselors assess how well they were meeting the needs of their clients. This test will give you a quick look at several areas of your life and then will give you results for each area. The three areas tested include:

**Quality of Life :** Self Esteem Items 1-3; Social Support Items 4-5; Health Items 6-8; Activity Items 9-10

**Symptomatology:** Depression Items 11-13; Anxiety Items 14-16; Paranoia/Hostility Items 17-19

**Level of Functioning:** Disruptive Behavior Items 20-23; Living skills Items 24-27

If you find out that your stress levels are off the chart or that you might be struggling with other emotional issues such as depression or anxiety, don't be afraid to talk to a counselor who can help you get your life back into balance.

# Self Assessment of Teacher Dispositions

**Instructions:** This inventory contains ten statements that describe dispositions and performances known to be important to developing a rewarding and professional career as a teacher. Try to be objective about yourself. Imagine yourself in the classroom on an ordinary day and watch yourself teach. Think about the class preparation you have done and the teaching units you have developed. Are you really committed to providing the best guidance possible for student learning? Think about your grading scale, how you evaluate your students and how they respond to your criticism and praise. Visualize your interactions with students and their relationships with you. Try to be honest. No-one need see this but you.

**4** = **Strong** (Done consistently) **3** = **Sufficient** (Done more often than not) **2** = **Developing** (Working on this one) **1**= **Weak** (Infrequently done)

| | **Strong** | **Sufficient** | **Developing** | **Weak** |
|---|---|---|---|---|
| **Disposition 1**: Commits to high expectations for all students as well as values the ability/ capacity for each student to learn. | **4** | **3** | **2** | **1** |
| **Disposition 2**: Values student ability to apply concepts learned to performance activities. | **4** | **3** | **2** | **1** |
| **Disposition 3:** Commits to the development of critical thinking skills (i.e., problem solving, analysis, etc.) | **4** | **3** | **2** | **1** |
| **Disposition 4:** Commits to seeking out, developing, and continually refining teaching practices that generate more learning for more students. | **4** | **3** | **2** | **1** |
| **Disposition 5:** Commits to the development of lessons that are interesting and engaging through a variety of instructional strategies to accommodate all learners, including those from diverse backgrounds, experiences, and cultures. | **4** | **3** | **2** | **1** |
| **Disposition 6:** Commits to appropriate adaptations and accommodations for students with diverse needs. | **4** | **3** | **2** | **1** |
| **Disposition 7:** Appreciates and promotes acceptance of self-discipline, responsibility, and self-esteem. | **4** | **3** | **2** | **1** |
| **Disposition 8:** Commits to a positive and enthusiastic attitude for teaching and learning to inspire self and others. | **4** | **3** | **2** | **1** |
| **Disposition 9:** Believes students and colleagues should be treated and should treat each other with kindness, fairness, patience, dignity, and respect. | **4** | **3** | **2** | **1** |

**Disposition 10:** Commits to collaboration with families in educational decisions; and collaborates with colleagues and community patrons to enrich classroom experiences. **4** **3** **2** **1**

## Scoring:

35 – 40 Way to go! You are a great teacher. If you enjoy this job, you can have a rewarding career in education.
25 – 35 You need to improve some, but you can do that if you really care. If you enjoy this work, keep working at it, you will improve!
15 – 25 Are you having fun? Are you unhappy and confused daily? Do you get angry with students and frustrated with administrators? You really need to change something, or find another line of work. These dispositions are necessary to function well as a teacher. You show weakness in some very important areas. Tune in to your real feelings. What do you see?
< 15 You are well on your way to becoming a grumpfish!

Which disposition is my greatest strength(s) as a teacher?

Which disposition reflects my greatest weakness(es) as a teacher?

What can I do to improve?

# Self-Assessment
# Professional Behaviors

**Directions:** Think about each of the critical issues below and grade yourself as objectively as you can. Remember how you felt and behaved in certain difficult situations.

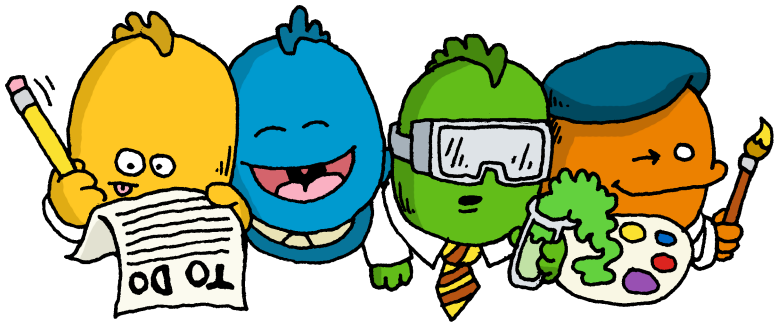
## Professional Responsibility

- Professional in dress and appearance
- Professional in attendance and punctuality

## Professional Dispositions and Relationships

| | 1<br>Not Meeting Expectations | 2<br>Progressing | 3<br>Nearing Proficiency | 4<br>Proficient |
|---|---|---|---|---|
| • Interacts with instructors, students, and supervisors in a professional and courteous manner | ▪ | ▪ | ▪ | |
| • Displays appropriate classroom behavior | ▪ | ▪ | ▪ | ▪ |
| • Expresses views and ideas to others in a professional, courteous and respectful manner | ▪ | ▪ | ▪ | ▪ |
| • Handles confidential information and difficult situations ethically and with discretion | ▪ | ▪ | ▪ | ▪ |
| • Displays appropriate out of classroom professional behavior that would influence instructional environment or climate | ▪ | ▪ | ▪ | ▪ |

How did you do?
If you are nearing proficiency in these areas, congratulations!
If you are not meeting expectations, what is wrong? If you cannot behave in a professional manner, no matter how you feel about the work, you have a real problem. Time for some soul-searching.




# True Colors

## True Colors International

**www.true-colors.com**

**www.PositivelyMary.com**

The True Colors method involves fun, easy activities that let everyone discover their personality spectra. We did this fairly early in the school year with our at-risk students, and found it so helpful. It allowed us to understand the students, and the students to better understand themselves and their behaviors. We could use the information to assign jobs or roles in the classroom. It was invaluable for explaining disagreements between students. Also, it was fun and enlightening, for everyone involved. Much later in the year, we might reprimand a student for a certain behavior only to have them apologize and then add, “But you must remember, I am Orange!”

The True Colors test can be taken online @ www.truecolorstest.com . By going to that website and the official True Colors website, www.true-colors.com, you can find a wealth of additional helpful information. A CD or download is available for a reasonable price, which would help you apply these ideas with your students, time and again. Articles, free online, will help you learn how to work best with each color and how each type behaves in various situations. One of Mary Miscisin's articles is reprinted here for you. Both are really great websites!

# True Colors Reveals a Rainbow of Student Behaviors

## *by Mary Miscisin*

Think of the students you encounter throughout the day. Some may be creative or ingenious, others noticeably organized and conscientious. Some seem quite sensitive and involved with their friends, while others are interested in stirring up trouble. Just like adults, children have their own style, preference, and ways of operating. With such a variety of personalities, what can we do to promote achievement, prevent behavior problems, and get kids back on track once problems occur?

True Colors is a simple method for understanding personality types by grouping common attributes into four colors. Using its concepts, the first step to fostering successful student behavior is to identify the dominant color style of each of your students. Using the metaphor of color, when a child is "shining" brightly, they are using their skills, talents and natural preferences in positive resourceful ways. When you understand a student's color style, you can better understand his or her needs. Students who have a sense of worth and self-respect tend to exhibit behavior that contributes to and overall productive learning environment. The color lingo to personality traits is as follows:

---

### ORANGE STUDENTS

| Attributes When Shining | Needs |
|---|---|
| Active | Freedom to express |
| Take Charge | Practical application |
| Competitive | Hands-on activities |
| Negotiator | Variety, choices |
| Spontaneous | Attention |
| Performer (Entertaining) | Stimulation, excitement |
| Multi-Tasks | Fun and play |

---

### BLUE STUDENTS

| Attributes When Shining | Needs |
|---|---|
| Friendly | To be included |
| Helpful | Affirmation |
| Compassionate, considerate | Compassion, warmth |
| Cooperative | To be heard, to share |
| Emotional, expressive | Outlet to help others |
| Imaginative, creative | Acceptance |
| Affectionate | Friendship |

---

### GOLD STUDENTS

| Attributes When Shining | Needs |
|---|---|
| Prepared | To Know the Plan |
| Reliable | Consistency |
| On-task | Structure, Rules |
| Sitting up straight | Organization |
| Follows rules | Responsibility |
| Sets example | Recognition |
| Organized | Appreciation |

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### GREEN STUDENTS

| Attributes When Shining | Needs |
|---|---|
| Problem-solvers | Time to think and plan |
| Independent | Efficiency |
| Tenacious | To be successful |
| Self-assured | Intellectual stimulation and |
| Witty sense of humor | challenge |

| | |
|---|---|
| Logical<br>Analytical | Competency<br>To respect the teacher<br>Innovation, creative outlet |

For the next few weeks or so, see how well you can determine the color styles of your students. Notice what needs they have in common with each other (and you), and especially those they don't! What creative methods can you come up with to make sure your school environment and approach includes ways to embrace the needs of all four of the True Colors styles?

Mary Miscisin is the author of SHOWING OUR TRUE COLORS - A Fun, Easy Guide for Understanding and Appreciating Yourself and Others.

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