

Presented by Alpha Kappa Chapter
Delta Kappa Gamma Society International
2016

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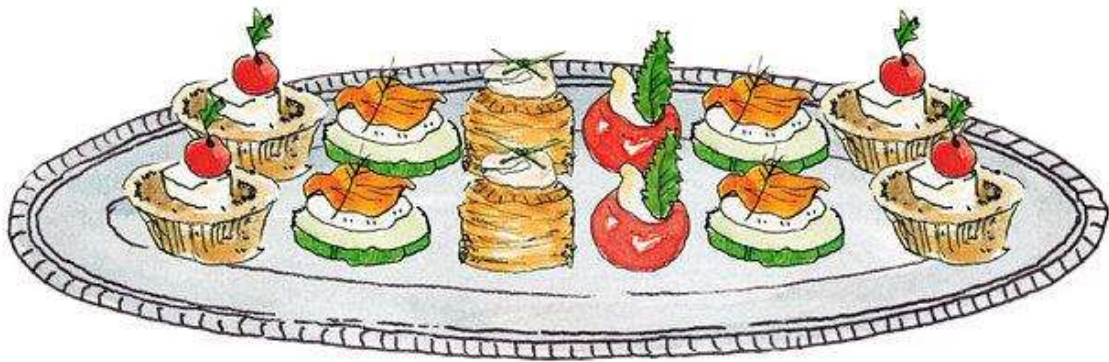
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INTERNATIONAL SOCIETY FOR KEY WOMEN EDUCATORS
DELTA KAPPA GAMMA™

The Delta Kappa Gamma Society International honors women who have given or who have demonstrated a potential for distinctive service in any field of education. The Society stimulates the personal and professional growth of members, provides scholarships for graduate study and initiates, endorses and supports desirable legislation in the interest of education. The International Society was founded in 1929. Alpha Phi State, West Virginia's chapter, was organized in 1941. Alpha Kappa Chapter, which has women members in Grant, Hampshire, Hardy, Mineral, and Pendleton Counties, was formed October 25, 1980. In this “cookbook,” our members have shared anecdotes, advice, hints, and memories of their careers in an effort to help beginning teachers.

Appetizers: Starting the School Year



*The first weeks of the school year are
the most important.*

Recipe for a Good Year

Take 12 fine, luscious, full-grown months; see that they are thoroughly free from all memories of bitterness and jealousy. Separate them completely from all clinging particles of spite. Pick off all little specks of pettiness. Have them as fresh and clean as they were when they first came from the storehouse of time.

Cut these months into 36 parts. This portion will keep for only one year. Do not attempt to make the whole batch up at one time; so many people spoil the entire batch this way. Prepare only one week at a time as follows: 12 parts of faith, 11 of patience, 10 of sincerity, 9 of cheer, 8 of tolerance, 7 of confidence, 6 of rest, 5 of loyalty, 4 of hope, 3 of charity, 2 of prayer and 1 well-selected resolution.

Add to this one heaping teaspoon of good spirits, a dash of fun, a pinch of happiness, a sprinkling of play, and a heaping cup of good humor. Pour into the bowl a liberal amount of love and happiness and mix with pride.

Cook thoroughly in a fervent heat; garnish with laughter and a sprig of joy. Then serve with quietness, unselfishness and courage, and a full successful year is a certainty.

The Effective Teacher

1. Has well-thought-out and structured procedures for every activity.
2. Teaches the procedures for each activity early in the year.
3. Rehearses the class so that procedures become class routines.
4. Re-teaches a procedure when necessary and praises to reinforce when appropriate.
5. Praises students when the task is mastered.

Submitted by Alpha Kappa chapter members

HOW TO BEAT THE FIRST DAY JITTERS

Introduce yourself—Meet the teachers on your hall. They can be of assistance in the first few weeks of school. Take the time to say “Hello” to other important people in your building – the librarians, the counselors, the school nurses, the cafeteria workers and most importantly, the custodians.

Decorate your room—Get your room ready. Make sure your classroom is friendly and inviting for opening day. Put up pictures—perhaps of you having fun, and design a colorful bulletin board.

Get your materials ready—Make sure you have all the basic materials you’ll need for getting school under way – paper, pens, pencils, stapler, etc.

Store Supplies—Go through the storage and filing cabinets and decide where to store things to which students will have access and things to which only you will have access. Be careful with money. Locate a secure spot for your personal valuables.

Schedule Your Time—Make a detailed schedule for the first few days, including times for each subject, restroom and lunch breaks and other times your students will leave the room.

Plan, Plan, Plan—Create lesson plans for the first few days. Plan at least twice as much as you think you can cover. Write down everything. Detailed plans will provide you with a feeling of security when facing the class for the first time. Even if you don’t look at your plans, it is a comfort to know that they are there.

Donna Bodkins

For New teachers:

As a young teacher, please remember that you are the adult in the room. You are not there to be a buddy or a pal. You are there as their guide, not just in academic content, but also in setting a good example in leadership qualities.

Many students will come to you with a high sense of self-worth/esteem. However, you will see those who have no guidance or love from the home situation. Your students look to you for leadership.

BE THAT LEADER!

Carolyn Harper

Remember, it is the procedures that set the class up for success to take place.

PROCEDURES TO REHEARSE WITH STUDENTS

Entering the classroom	Passing in papers
Starting to work immediately	Exchanging papers
When you are tardy	Returning student work
End-of-period class dismissal	Getting materials without disturbing others
Listening to and responding to questions	Handing out playground materials
Participating in class discussions	Moving about the room
When you need pencil or paper	Going to the library or computer lab
Keeping your desk orderly	Headings on papers
Checking out classroom materials	When you finish early
Indicating whether you understand	Returning to a task after an interruption
Coming to attention	Asking a question
When you are absent	When a school-wide announcement is made
Working cooperatively	Walking in the hall during class time
Changing groups	Responding to a fire drill
Keeping your notebook	Responding to a severe weather alert
Going to the office	Responding to an emergency lock-down
When you need help	When visitors are in the classroom
Knowing the schedule for the day	If the teacher is out of the classroom
Keeping a progress report	If you are suddenly ill
Finding directions for each assignment	Saying "thank you"

Vickie Saville

Welcome & Respect

When you

Enter this

Little room

Consider yourself

One of the special

Members of a group who

Enjoy working and learning.

Respect

Each other,

Self,

Property,

Environment,

Children,

Teachers.

[Suitable for printing and posting.]

Stay calm and don't allow yourself to get "riled up" or agitated about events beyond your control. I have a colleague who gently reminds me to "just breathe." She can be across the room and signal me by simulating taking a deep breath and smiling at me. I relax the moment I see her doing this. We all need someone to remind us to stay calm sometimes.

Remember: The person who is the hardest to love may be the one who needs love the most. Try to remember that when the seemingly "unlovable" child is trying your patience. ***Don't dwell on the past...you can't unscramble the eggs.***

Submitted by Alpha Kappa chapter member

Seating Arrangements Matter

How instructors arrange the desks in a classroom is important. Pairs of desks are ideal for peer editing. Groups of three-four desks allow for easy transition from small group discussion or consensus building to whole group share. The U-shaped configuration is good when space is needed for a performance or to show a model or when teachers need to be able to clearly see all students at once. Placing desks in rows is not conducive to quick and quiet student interaction and can make it difficult for teachers to navigate the room. However, rows work well when student interaction is not acceptable (e.g. testing, researching independently, silent reading).

Ann Warner

A Pantry of Suggestions:

- ✓ ***Always wear comfortable shoes.***
- ✓ When shopping for school clothes, pockets are a must!
- ✓ *"Talk the talk and walk the walk."*
- ✓ To stay refreshed, remember to take some time away from school for yourself.
- ✓ ***Don't be afraid to say "no." An overwhelmed teacher cannot be effective.***
- ✓ If you are a morning person, go to school an hour early. If you are a night person, stay an hour late. That will cut down on the work you take home.
- ✓ *Write down the things that the students do to make you laugh out loud. It helps to keep you focused on the positive. It is also fun to read and re-read.*
- ✓ Always wear a smile. Students will know you really care about them.
- ✓ ***Relax. It will take at least three years to be good at what you do.***
- ✓ Check out the parking spots to see who "owns" them before you park. The parking lot can have the same territorialism as church pews.
- ✓ *Make friends with the school secretary, cooks and custodians.*

- ✓ Get to know your school library staff and the resources available in the library for use, as well as for checking out. See if the staff has the time and would like the opportunity for possible team teaching or assistance in developing teaching units.
- ✓ *Collect those odd pencils and crayons that are homeless and on the floor at the end of the day. Their owners may or may not claim them, but you will have a source to be borrowed.*
- ✓ Practical items make great prizes for any age. Small boxes of crayons, pencils, markers, erasers, rulers, and pens are always welcome. See if the school business partner has any of these items to contribute.
- ✓ *Be patient but firm and considerate.*
- ✓ Take the time at the beginning of the year to get to know students and let them get to know you. This effort will be well worth the time throughout the year.
- ✓ *“He who laughs, lasts.” Never lose your sense of humor.*
- ✓ **Be proud of your profession, your education, and your experience. You were given a priceless gift: the ability to teach. Pass it on!**

Carolyn Harper

ADVICE TO A NEW TEACHER

Dear Newbie,

Are you ready to be sneezed on? Cried on? Laughed at? Hugged to death? I sure hope so because it is about to get very, very real all up in this place called the classroom. You're going to do phenomenally, but it's going to be challenging, frustrating and thrilling, often all three at once. How exciting that you have chosen to make teaching your life's work. It is going to change your life, and you will never be the same after Day One.

It is imperative that you survive your first teaching experience so you can begin to thrive in the classroom. Teaching is such a kick-in-the-pants, joyous, gut-wrenching odyssey that it is only fair to share with you some tips, tricks and ideas to get you started on just the right foot.

1. Before you teach one lesson, create the systems by which your classroom will be run. You need procedures for how kids enter/exit the classroom, how kids volunteer to talk, move around and help out, places for paperwork to come in and go out, plans for how to manage absent students and their missing work, seating charts, supply centers, everything. Figure this all out as you set up your classroom and before you meet even one student.

You can always tweak and improve as you go and you will find out quickly what you like and don't like. But classrooms without systems create challenges that can get even the best teachers into quagmires. Good systems allow your class to run smoothly so you can focus on what YOU do best: teach!

2. It is all about the pencil. It took me far too long to realize this, so I'm telling it to you up front. New teachers often get trapped in a struggle with kids over supplies: where they are, why they didn't bring them to class, losing them, borrowing them. It's exhausting and it often keeps you from doing what you need to be doing. In our zeal to teach readiness and responsibility we mistakenly make having supplies a hill we choose to fight for and die on.

I once worked with an incredible English teacher named Irene whom I observed frequently. I watched her quickly lend supplies to any kid who was without during her lessons. I asked her about it later and she said, "I simply have too much to do with kids to get bogged down by supplies. I won't let anything get between my kids' learning and what I have to teach them each day. You shouldn't either." I have incorporated that theory into every decision I make and you should, too.

3. Make sure you have a clear focus for each day's lesson that includes what it is you expect students to learn. Publicize that on your board and say it out loud at the start of class. Knit together each day's lesson to yesterday's learning and explain how and why students need to know this. At the end of the period, right before they leave, ask kids to tell you what they learned. Studies show that teachers who draw connections from day to day increase comprehension and retention of their material by more than 50%. Wow! This is a little thing that gets huge results.

4. Maximize your instructional power by putting kids to work. Use classroom helpers or "employees" to help you run the room so you are free to teach. Between call-slips, the phone, tech procedures and the paper trail, there are dozens of tasks you have to attend to in order to keep things running well. Most everything can be handled expertly and enthusiastically by your students. Hire them, pay them in goodies or extra opportunities, give bonuses for good work, review their performance and rotate duties frequently throughout the year so many kids get these unique chances to shine and help your room run smoothly.

5. Discipline your students with dignity so every tricky situation is a win-win moment. New teachers often get into power struggles with students as they attempt to learn how to assert themselves in this new arena. Avoid this completely. Instead, use proximity and language to sort out what's happening. Do it with a neutral tone of voice and with a smile on your face whenever possible. Lean down or squat near kids who are off task so you aren't towering over them.

Ask kids who are misbehaving what they are doing, what they are supposed to be doing, and what they are going to do now. These three simple questions from classroom guru Rick Morris get to the heart of the matter quickly. Kids see you have a clear focus on what's supposed to be happening and that you need this child to get right back to it. There is no personalized blaming or attacks, just a "let's get back to work" focus. Figuring out quick, thoughtful ways to neutralize

problems shows you care about your work and your kids. That goes a long way toward keeping your class running without disruption.

6. Design lessons and activities that give kids freedom, choice and fun. This is another Rick Morris gem (seriously...check this guy out!) This is where your creativity and personality can come in. You know what content standards you must help kids master, but HOW you do that, how you personalize it to match your students' interests, and increasing kid choice in how they show you they've learned is what will make your classroom a lively, special place.

7. Collaborate like crazy. Great teachers are social, reflective, proud but not egotistical and always open to improvement. So find a buddy on campus; wander into each other's classrooms. Soak up what you see that works and watch what doesn't. Talk to each other, share ideas and support each other. Give good, constructive feedback to your colleague and be willing to hear it yourself. This is how teachers grow and improve. There's no need to re-invent the wheel or go it alone.

8. Take care of yourself. Teachers, especially new ones, naturally invest insane amounts of time lesson-planning, grading, searching for new curriculum materials and attending to teaching duties. It's a never-ending stream of work, work you love, but work all the same. Teacher burnout isn't a myth; it's a reality. Be aware of this and become protective of you-time. Carve out two nights a week and one whole weekend day for yourself and nothing else. Read, travel, garden, exercise, cook. Whatever you do, do it for you.

Don't become your job. Instead, let your job become a beautiful reflection of the person you are and what makes you the crazy, great teacher kids love having.

9. Have courage to teach boldly, with creativity, and beyond the test. Kids must learn; you must grab kids where they are and move them. They'll come to you with a whole host of issues, whether they are at grade level or not. Your job is to find out where they are, find out what they need and then give it to them. Move them. Any forward academic movement is a good thing. These are the results people are dying to see if we can achieve.

So there you go, teach. It's a short list for sure, but one filled with good advice that, if taken, will set you up not just for a great first year, but for a well-run classroom and an exciting career in this incredible profession. I envy your first day, the first set of kids all your own to teach.

You are going to change these kids' lives forever for the better. It is a magical moment and one you will never forget. So, go to it. Go forward and do that thing you were born to do: TEACH!

Sincerely,

Vickie Saville

From the “Homework Hotline”

Lay out expectations early in the year. Before handing out the first homework assignment, go over the ground rules. A written explanation of the homework expectations increases chances the assignments will be completed successfully.

Let the students know that homework is important and has meaning. Doing assignments – or not doing assignments – has consequences, which may include lower grades if the assignments go unfinished or undone.

Let students know how much and when homework will be assigned. Use a consistent schedule.

Jo Ann Harman

For Teachers Without Classrooms

If you are an Itinerate Special Education Teacher serving multiple schools, you might find yourself feeling like “A Lone Ranger.” Below are some suggestions which I received from teachers and administrators which you might find helpful.

Tips from Teachers

- Have a pre-school meeting with regular education teachers to
 - Get schedules.
 - Familiarize teachers with their special needs students and equipment.
 - Find out the best way to communicate: email, text, face-to-face, phone.
 - Learn best time to communicate with them: team planning, lunch, etc.
 - Provide your contact information.
- Follow up with an email after couple of weeks of school.
- Minimize time taken during their planning.
- Minimize your disruption during teacher direct instruction.
- Give a thumbs-up at the door; if they have no concerns, move on.
- Get input from previous teachers for hints as to how to work with current teachers.
- Pair up with other itinerates to field questions.

Tips from Administrators

- Determine which administrator in the building is your best contact person.
- Conduct a training before school starts with all teachers serving the students explaining specific equipment or needs.

- Develop a relationship with the secretary in case you are going to be late or if you need scheduling information.
- Determine who to contact in case you need internet accessibility or equipment.
- Gather contact information for all teachers involved as your schedule will not always match with all teachers' planning periods.
- Let staff members know when you are going to be available at the school so they can ask questions or share information with you.
- Request to be placed on the school list server so you will be informed about special events.
- Request classroom teachers to notify you of special events such as school plays, field trips, etc.
- Talk to the classroom teacher(s) and the student at the same time periodically so the student feels you are an advocate for him/her and the teacher knows you are an available resource.
- Communicate with parents **OFTEN**. Explain your background, experience and display your passion for the success of their child.
- Talk to parents about social issues, not just academics.
- Establish your role and responsibility at beginning of the school year with administrators, teachers, parents and students.
- Have a vision for what skills may be necessary for the student to be successful the following year.
- Encourage the students to be independent and teach them strategies to be confident.
- Notify the school if you are going to be absent or if your schedule is going to change.
- Attend a special event at the school or an extra-curricular event to strengthen the relationship and build rapport with the students.

Donna Kuhn



Prunes Make Perfect



Not every educator is in the same room or site every day. Teachers are sometimes asked to share best practices or expertise with colleagues. The educator who travels to various locations to teach classes and/or conduct workshops has a different situation than one who has her own classroom or school.

Following are Some Helpful Tips for the Traveling Teacher:

***Arrive at your teaching site at least 30-45 minutes before the scheduled starting time for your instruction. You will need that time to set up the room and arrange it for your needs. It is also nice to greet your students, whatever their ages, at the door.

***Carry a portable podium. For many years I used whatever I could find in the teaching location. Then I discovered the portable podium!

***Take a watch and/or clock. There may not be one where you can see it during your lesson.

***Have a pocket or two in your clothing. You need them for markers, notes, tissues, lip balm, etc.

***Keep a lumbar roll in your car to treat your back and alleviate discomfort while driving.

***Take a box of prunes- the flavored ones are best. When on the road for several days or longer, your body deals with different water, foods and schedules.

*** When traveling by plane, keep necessary teaching materials with you just in case your luggage is lost or delayed. It can happen.

***For many years, I traveled and taught, usually working with older youth and/or adults. The adults especially enjoyed learning from one another in small structured groups with breaks every forty-five minutes or so and when humor is/was incorporated into the subject matter.

Several prunes a day may just help keep you moving! Enjoy your work!

Annette Boggs

A BASIC SURVIVAL GUIDE FOR TEACHERS

1. Be prepared. It is better to over plan than to run short.
2. Look and act the part.
3. Rehearse if necessary. Sometimes teaching *is* a performance.
4. Greet students at the door as they enter your classroom.
5. Engage students immediately.
6. Keep students busy, but avoid busy work.
7. Keep careful watch – on students and on the clock.
8. Maintain high standards. Students will live up to or down to our expectations of them.
9. Be relevant. The goal is to prepare students for a good life, not just for the next test.
10. Vary the menu.
11. Be willing to take risks, to get out of your comfort zone.
12. Beg, borrow, and “steal” (money, equipment, ideas).
13. Avoid doing for students what they can and should do for themselves.
14. Celebrate student achievement. (PPPP = post, publish, present, or perform)
15. Take charge. Discipline is essential. You can’t teach if you don’t have students’ attention.
16. Be consistent in discipline. Students will accept even strict rules and consequences if they are fairly applied.
17. Remember that good disciplining is good teaching.
18. Don’t raise your voice. Learn other ways to be emphatic.

19. Don't smile until Christmas. This is an old adage, largely disproved, but the kernel of truth in it should not be ignored. It's always easier to relax than to constrict.
20. Avoid sitting. Don't hide behind your desk. Moving around the classroom is healthy for you and good for your students.
21. Don't take student complaints too seriously. Sometimes their complaining simply means you are doing a good job!
22. Keep good records, especially of academic performance and behavior.
23. Meet deadlines.
24. Be respectful (of students, colleagues, parents, yourself).
25. Avoid gossip. That might mean "Stay out of the teachers' lounge."
26. Get involved in a professional organization.
27. Resign yourself to the idea that most days you will not have "time for yourself" during class. Don't plan to grade papers or do other paper work then because students are present who need help or encouragement or reminders to stay on task.
28. Expect to work many hours outside of the school schedule. If you can afford it, hire someone to help with house or yard work. That can be a win-win situation.
29. Remember to laugh as often as possible. ☺
30. Feel proud to be a teacher.

Ann Warner

Notes

Tasty Tidbits: Need Inspiration?



Inspiration may come from the smallest of moments and ideas.



“To Achieve Your Dreams, Remember Your ABC’s”

**Avoid negative sources, people, places, things and habits.
Believe in yourself.
Consider things from every angle.
Don’t give up and don’t give in.
Enjoy life today; yesterday is gone and tomorrow may never come.
Family and friends are hidden treasures. Seek them and enjoy their riches.
Give more than you planned to.
Hang onto your dreams.
Ignore those who try to discourage you.
Just do it!
Keep trying. No matter how hard it seems, it will get easier.
Love yourself first and most.
Make it happen.
Never lie, cheat or steal; always strike a fair deal.
Open your eyes and see things as they really are.
Practice makes perfect.
Quitters never win and winners never quit.
Read, study and learn about everything important in your life.
Stop procrastination!
Take control of your own destiny.
Understand yourself in order to better understand others.
Visualize it!
Want it more than anything.
Xellerate (accelerate) your efforts.
You are unique of all God’s creations-nothing can replace you.
Zero in on your target and go for it!**

WORDS TO USE OFTEN:

- I believe in you.
- I trust you.
- I know you can handle this.
- You are listened to.
- You are cared for.
- You are very important to me.

**Always
Seek
Knowledge**

KNOW:

- Your classroom and curriculum duties and responsibilities.
- Additional duties and responsibilities such as bus, hall and lunch duties.
- The district's and/or school policy on:
 - Student Code of Conduct
 - Employee Code of Conduct
 - Homework
 - Dispensing medication
 - Referrals to special programs
 - E-mail and Internet usage
 - Grading
 - Fire drills and lockdowns
 - Field trips
- Procedures to follow in case of a personal emergency, sick day or personal leave day.
- Who to contact in case of a classroom or school emergency.
- Where and how to get classroom supplies.
- The date and procedure of an open-house.
- Way of recording students' grades

HAVE:

- Necessary forms (paper and electronic).
- Hall passes
- School calendar and daily schedules

Donna Bodkins

REMEMBER that students remember

10% OF WHAT THEY READ

20% OF WHAT THEY HEAR

30% OF WHAT THEY SEE

40% OF WHAT THEY SEE AND HEAR

70% OF WHAT IS DISCUSSED

80% OF WHAT THEY EXPERIENCE PERSONALLY

90% OF WHAT THEY TEACH SOMEONE ELSE

Submitted by Alpha Kappa chapter member

WHAT TO INCLUDE IN YOUR SUBSTITUTE FOLDER:

- Your schedule of classes, including regular classes, special classes (day and time) and an alternate plan in case special classes are cancelled.
- Names and schedules of students who leave the classroom for special reasons such as medication, remedial or gifted programs, speech, etc.
- Class roll, including your seating chart for regular activities and special work groups
- Opening activities: absentee report, procedures for reporting lunch count, etc.
- Lesson plans and “emergency” lesson plans
- Classroom rules and discipline procedures
- Procedure for use of IT materials and equipment
- Names and schedules of aides and/or volunteers
- Names of pupils who can be depended upon
- Name and location of a teacher to call upon for assistance
- Procedures for sick or injured students—location of nurse’s office, county policy on dispensing medication, notes on allergies or special needs
- Procedures for regular and early dismissal
- Floor plan of building including emergency drill routes and procedures

Donna Bodkins

TIME AND MONEY SAVING IDEAS---

- Cover your bulletin boards with plastic tablecloths or fabric.
- Let students do practice work on their desks with dry erase markers. The desks are perfect dry-erase boards and clean easily with window cleaner.
- Ask stores to donate parts of their awesome displays for your classroom. If you find a store display you like; ask a manager to donate it when they take it down.
- BORROW---If there’s an awesome lesson plan on line, copy it for your own class.
- School classrooms are cringe-worthy at the end of the day, so have your students clean up with a game. Have the students find the “magic piece of trash.” There’s no real magic piece, just reward the student who picks up the most trash.
- Use websites and apps like “ClassDojo.com” so that parents can easily monitor their child’s behavior.
- For easy clean-up, tape a plastic garbage bag or store bag over the table during art projects.
- The best time-out option is a “sparkle bottle.” Give it to the troublemaker to shake and let them rejoin class when the glitter settles at the bottom. Fill an empty bottle with glitter glue, hot water and lots of fine glitter. It has a calming effect for most students and is a positive spin on time-out.
- When the students are restless mid-lesson....lead a 30-second dance party.

- For elementary school kids, take a 10-minute stretch and chat break during downtime. This lets the kids tell about their family and pets, and it also creates a sense that you are not just a teacher who makes them do work, but an actual person who cares about them.
- Keep a small ball on your desk to retain the class's attention; simply pick it up when you need the students to calm down or refocus.
- Label Post-it strips with each student's name for easy-to-make (and to recreate) seating charts.
- To maintain a positive classroom environment, end the day or class period with shout-outs, encouraging kids to give each other compliments and recognize hard work.
- Low participation? Randomly give out tickets for an end-of-day prize raffle.
- Tired of minor disruptions? Have students hold up a number of fingers to replace common questions. (e.g. three fingers means "May I go to the bathroom?")
- Remove permanent marker from dry erase board by scribbling over the mark with a dry erase marker, then wipe it off. It will come right off.

Donna Bodkins

The Freshest Produce

Plant Your Garden Today

First, plant three rows of peas: patience, promptness, and prayer.

Next, plant three rows of squash: squash gossip, squash indifference, and squash criticism.

Then, plant four rows of lettuce: let us obey the Lord, let us be loyal, let us be true to our obligations, and let us be unselfish.

Finish with four rows of turnip: turn up when needed, turn up with a smile, turn up with a vision, and turn up with determination.

Plant this garden today and you will reap abundantly.

Submitted by Betty Inskeep

Notes

Spice It Up!: New Ideas



New ideas keep both the teacher and the student engaged in learning.

- ❖ *To assist in learning students' names and also to be certain not to ask the same student to answer too often, use Popsicle sticks or tongue depressors. Write the name of each student on a stick and place the sticks in a glass or mug. Pull out a stick and ask the question to the student whose name is on the stick. You could choose to keep the stick outside the container until all students have had an opportunity to participate.*

Rosanne Glover

- ❖ *When I send home a schedule for parent conferences, I send the entire schedule to all parents so they can see how busy conferences are. It helps them to realize they need to be on time.*

J. J. Butts

- ❖ *Devise an "emergency lesson plan" for each class. Have it in an easily accessible place. It can be used by a substitute in an emergency situation or by you on a day when the planned lesson will not work. Also, concentrate on first names of students so that you can put a name with a face as soon as possible. Last names can come later.*

Jo Ann Harman

- ❖ *Never tire of learning. Keep up-to-date on teaching methods and research in the field.*

Melinda S. Chambers

- ❖ *Don't be afraid to experiment with fresh ideas and new techniques. Although some things are tried and true, there are many variations among successful teachers. Find what works for you, but don't forget to do the unexpected sometimes just to keep things interesting!*

Susan Alkire

- ❖ *The “I CAN” Can / REWARD Can: As each student proves understanding of new concepts, he or she is permitted to write his/her name on a prepared piece of paper and place it in the “I CAN” Can. After the time when the students should know these concepts, the teacher draws a name from the can. The student receives an item from the REWARD Can. All of the items are popular and inexpensive, such as stickers, mirrors for locker doors, flavored lip gloss, etc. Pencils and notepads are welcome and practical. Small incentives can encourage good work.*

Rosanne Glover

- ❖ *A carefully selected and curriculum-related collection of videos can enhance your lessons but also provide a fast quality fill-in in case of a classroom emergency, illness, or sudden need to leave someone in charge of your students. Not everyone can follow the specifics of your current lesson on a moment’s notice, but almost everyone can use a video.*

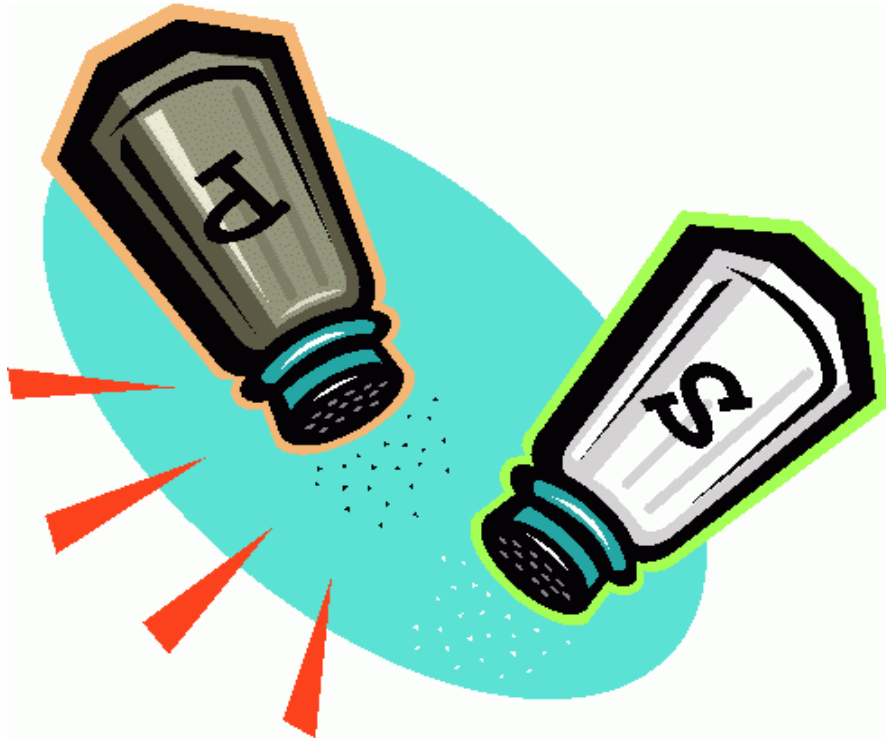
Karen Mackert

- ❖ *I have always been keenly aware of the fact that the impact of teachers extends well into the future. I come from a family of teachers. As the 1996 West Virginia Teacher of the Year, when I made presentations, I carried my father’s school bell which he used in the early part of his teaching career. My signature statement then, and now, is “When the school bell rings, the FUTURE is PRESENT in the classrooms of West Virginia!”*

Jo Ann Harman

Notes

Partner with Parents: It's a Team Effort



Remember:

Parents are part of the education team and they are sending you the very best children they have!

Communicate on a regular basis with all parents. The more a parent knows you are concerned, the more s/he will support you. Motivate children as well as parents with positive communication.

As quoted from Dorothy Neville: “The real art of communication is not only to say the right thing at the right place, but to leave unsaid the wrong thing at the tempting moment.”

Janet B. Sisler

Always begin and end Parent-Teacher conferences with something good and positive about each child; however, always be truthful.

Rosanne Glover

Always pay a compliment to the child, even though it is sometimes hard. *Every* child has a redeeming quality.

Carolyn Harper

When dealing with a discipline problem, if at all possible make contact with the parent before the student does. State that there was misbehavior (with no condemning attitude) and what you and the parent can do to help the child.

Cynthia Yokum

Keep a log of parent contacts. It should include the names of the parent and child, the date of the contact and the nature of the discussion. It is always good backup in case the “we didn’t know” syndrome hits a parent at a later date, and it also refreshes you and your memory. Logs don’t have to be too detailed, just enough to do the trick.

Karen Mackert

Always have a printed report to present to parents along with a sample of the student’s work. I also had a poem which I printed on card stock to give to them.

Jo Ann Harman

Always start a conference with something positive about the student. Try to include the parent in any plan of improvement for the student.

Marianna Leone

Sometimes we need to remind parents of their responsibilities with their own children!

Melinda Chambers

Prescheduled conferences help. Sometimes you can meet in groups with good students and their parents. This leaves more time to meet with those who need the individual attention.

Jan Butts

Whether you approve of parents' methods or not, try to form an alliance with them for the mutual support of the student's success. You may have more opportunity to gradually make suggestions if you are a "team" rather than adversaries.

Susan Alkire

Listen before you try to solve the problem!

Barbara Whitecotton

Make sure that parents are aware of your rules of behavior and the consequences. Have written and dated documentation about each child. Always say something positive about each child no matter how they have behaved.

Making home visits and speaking often with parents will not only help with discipline but will better prepare you with ways to handle behavior problems in the classroom.

Patty S. Adkins

Webster's Dictionary defines the word "consequence" as an outcome or result. Too often we focus on negative consequences and forget that the positive consequences are often more powerful. When developing and presenting a discipline plan, provide meaningful positive consequences for action. Make contacting parents with good news a reward that students are able to achieve, and then follow through. A positive note or phone call has a lot of power.

Karen Mackert

Notes

Recipes for Best Practices



The right ingredients in a
classroom combine
to make a happy year.

50 Ways to Praise a Child

Great teachers understand the importance of genuine praise for each child in their care. Praising a child is an important part of developing confidence and self-esteem. Praise needs to be regular, genuine and specific. Your **words are powerful** and have a big impact on the students you teach.

Below are 50 ways to praise a child. Print it out and put it where you can easily and regularly refer to it. Enjoy the journey; more importantly, enjoy the moments.

1. Way to go
2. Bravo!
3. Fantastic
4. You're catching on
5. Wonderful sharing
6. You're on target
7. You tried really hard
8. You're a good listener
9. I knew you could do it
10. You're a problem solver
11. Good thinking
12. Thanks for helping
13. Hooray for you!
14. What an imagination
15. You learn quickly
16. Love your ideas
17. Well done
18. You tried something new
19. Great answer
20. Now you've got it
21. You figured it out
22. Magnificent
23. Marvelous stuff
24. Looking good
25. Tremendous effort
26. You made my day
27. Bingo!
28. Spectacular
29. Proud of you
30. Nothing can stop you now
31. You've made progress
32. Nice try
33. Thanks for caring
34. You go the extra mile
35. You are unique
36. It's nice of you to help others
37. Good planning
38. Inspiring
39. Nice and neat
40. Your work is improving
41. Looking good
42. Thank you
43. Thumbs up
44. You set a good example
45. Great discovery
46. I like what you said
47. You made it happen
48. Your effort really shows
49. You're a real trooper
50. Keep up the good work

Annette Boggs

Changing the Recipe

One of the awesome responsibilities of most elementary teachers is that of supervising students during recess. On an auspicious occasion near the beginning of the school year, a kindergarten student walked up to me with a jump rope in his hand and in a most serious manner said, "Teacher, you need to throw this thing (jump rope) away. It doesn't work."

To me, it appeared to be a typical jump rope; so I asked, "What is wrong with it?" The verbal student was at a loss for words and replied, "Look, I'll show you." He proceeded to put the rope in both hands, swing it over his head, and jump at the wrong time. When the rope landed in front of his feet, rather than behind them, he simply said, "See, it doesn't work!"

My first response was to laugh, but rather I simply said, "Let's see if we can get someone to help you make this thing work, and "we" did.

The great lessons of life, such as patience and love, often come to us as small children. As teachers, may we remain eternally young in these timeless gifts!

Beverly Mathias

Lemons to Lemonade

The second week I was teacher, I had a terrible day. I was actually wondering if I had spent all of my college years in vain. The school in which I worked used assertive discipline. When a child broke a rule, his or her name was listed on the board. Each subsequent infraction was indicated with a checkmark. Each checkmark equaled 10 minutes of recess detention. To say the least, the list that day was long and very much decorated with checks.

A senior teacher came by the room after school and saw the look of frustration on my face. After asking what was wrong, she gave me some wise advice. She said, "Next time when a child becomes disruptive, scan the room and find a child doing exactly as they were told. Give that child a prize or your praise. Everyone else will need to hear you. The other kids will stop being disruptive, so they can get your praise, too."

The next day was a joy. Now, years later, I still use that advice. It works every time.

I learned several things that terrible day. First, give praise where it is due. Second, if you are a senior teacher, help the new ones. Third, always remember things will get better. Even if you have a "terrible" day, month, or year, there are things that you can do to make it better. Ask for advice or listen to what other teachers suggest.

J. J. Butts

Icing on the Cake

Once while I was standing in front of my class, I noticed something sticking out of the leg of my slacks. I reached down to pull it out and, much to my surprise, found it was the toe of a pair of panty hose that was clinging to my slacks. I pulled it out and put them in my pocket and said, "And that's the only magic trick I know!" I went right on with class, scarcely missing a beat.

The Moral: You can keep your composure with quick thinking.

Susan Alkire

A Little Sour with the Sweet

We too often believe that our students get upset only because of what is occurring in school. A little girl came to me one day in tears. I immediately thought she had probably been pushed around or bullied by another student. After listening to her, I found she was upset over her kitten that she had to give away because she could not keep it in her rented home. We need to remember that our children's lives often are complicated by what happens at home.

Barbara Whitecotton

A Sweet Memory

Sometimes we think we do not make a difference. There is usually a student every year who will try your soul. I saw one of those this year who told me how I changed his life. This had occurred in 1978 and he remembered. Who would have thought?

Jan Butts

Create a Recipe File

BEGIN a journal. You will probably have a work worthy of publication after a few years. I wish I had done this during my thirty years of teaching. Be prepared to hear the "darndest" things from your students!

Patty S. Adkins

On the Tip of the Tongue

When I had laryngitis I discovered that my first graders would also talk softly, and often whisper, too. At other times when the children became restless and noisy, I would lower my voice to a loud whisper on purpose and, just like magic, they would become quiet and listen intently to catch every word.

Margaret Kessel

Brain Food

Go to conferences where you can meet other teachers for building friendships, sharing ideas, and maintaining the excitement of and enthusiasm for your career.

Pamela Boggs



Birthday Cake

Have students fill out a form with their name, address, parent/guardian name (many times the last names are not the same), where they attended school the previous year (this lets you know if they are new), and birthday. Record the birthday in your grade book or roll book. This way you can remember to quietly wish each student a happy birthday. It is just a touch to let them know you care.

Cynthia Yokum

Mixed Ingredients

Vary instructional activities to accommodate all learning styles. Think positive thoughts, and be confident in your own ability to teach. Be honest and tactful. Find something positive to say about every student. Always try to be consistent in whatever you say or do. Follow through, for if you do not, what you say and do will not be taken seriously. Remember that all children are gifted; some just open their presents earlier than others. If you allow problem children to run errands and do chores for you, it makes them feel useful, trusted, and special.

Rosanne Glover



Kitchen Clean-Up

For behavior management in my classroom, I use three clouds: white, gray and black. Each student's name is written on a raindrop on the white cloud. If a student breaks a classroom rule, his/her name is written on the board as a warning. If the student breaks another rule, his/her raindrop gets moved down to the gray cloud, and that student is in danger of missing fifteen minutes of recess. (It might rain with gray clouds.) If said student breaks a rule again, the raindrop goes to the black cloud. The student must lose fifteen minutes of recess. (It is sure to rain with a black cloud.) At the end of the day, names are erased and raindrops are moved back to the white cloud unless they are still on the black cloud for an infraction that occurred after recess. If this occurs, the pupil must serve the lost recess time the next day before the raindrop is returned to the white cloud.

Beverly Mathias

Kitchen Management

Non-verbal is best. Correct behaviors by letting students know your expectations. For example, I use this poem on the elementary level:

Our hands are at our sides,
We've lined up straight and tall,
Our mouths are closed, eyes look ahead,
We're ready for the hall.

Janet B. Sisler

Special Ingredients

I play the game of "Concentration" or "Memory" to help students learn information. I make flash cards with the facts they need to learn. Vocabulary words and meanings, math facts, dates and events in Social Studies or any other concepts can be used. The students take turns turning over two cards. If they match, they must read the information before they can keep the match. The game ends when all matches are made. The one with the most matches wins.

I also make a Bingo board by folding a sheet of paper to make sixteen squares. Then the students write a vocabulary word, math fact, date, person, or another fact in each square. I use popcorn, peanuts, or M&M's as markers. I call out a meaning or answer and they cover a correct response on their game board. A winner has four squares covered in a row. They win if they can read the responses covered. I keep candy or little treats as prizes.

Betty Inskeep

Featured on the Menu

Each student needs a turn some time during the year to be in the spotlight. The teacher draws a name out of a container. The rest of the class writes a short paragraph of three positive sentences about the student. Guidance must be given when some children with special situations are selected. Every child has always been able to come up with at least three positive statements. A rough copy is written. Each copy is edited and copied neatly on a half sheet of writing paper. The teacher also writes a paragraph.

A paper spotlight is placed on the wall or bulletin board with the words "IN THE SPOTLIGHT" surrounded by yellow paper ovals. The paragraphs are cut to fit inside the ovals. The student's name is cut in black letters and mounted. Later, the paragraphs are placed in a construction paper booklet and given to that student. Parents have reported that this is a treasured item for many students.

Ruby Alvaro

A Hunger For Words

Find a way to put books into the hands of all your students. Children need books they can keep. Ask friends, neighbors, churches, civic groups and social groups to send their discarded books—suitable for your students. Scour yard sales and thrift stores. Use the bonus books received from classroom book orders for gifts and prizes. When appropriate, write inside the book that it is a gift from you or have the student, upon receipt of a book, write his or her name inside. Even your poorest readers almost instinctively view books as a treasure. Remember to include dictionaries and reference books. One in hand can make the difference in the completion of homework. As great a tool as the internet has become, it has not replaced the satisfaction a book can provide.

Karen Mackert

Favorite Treats

The number one thing above all others is to be consistent. Have patience and treat each child fairly. Let them know you care.

Patty S. Adkins

Never be partial and always require assignments to be completed on time.

Fleta S. Shobe

Teaching doesn't stop at the classroom door. Children need coaches, advisors, etc. that "teach" beyond the school day. These experiences can be extremely rewarding. Try to do **something**.

Marianna Leone

Don't prejudge students based on hearsay from other teachers. Give each child a fair chance after clearly communicating your expectations. Remember the child who is the most difficult to love is the one who most needs it.

Susan Alkire

Be aware of students who are having problems. Sometimes you are their only stability. Show them love, trust and care.

Jan Butts

Tidbits

When creating a test, instead of just leaving a space for the students to put their names, format it in this way....

_____ will rock the test!

Date:

Period:

Or

_____ is filled with knowledge nuggets!

Submitted by Alpha Kappa chapter member

Main Course: Teaching the Content



**Our content areas are the
“meat and potatoes” of teaching.**

FOR THE MAIN COURSE

On the first day of classes I always liked to begin with something “catchy.” In **music**, it would be a song that everyone would like so that the students could hardly wait to return the following day. In math, it would be a different method of something simple that made the students feel that they had learned something new already.

In **math**, give one student two numbers and an operation such as multiplication. Then give a different student a number and an operation to use with the answer the first student gave. Give more difficult problems to more capable students and continue around the room or up and down the aisles. An example is: “Jon, use 5 and 6 and multiply.” Jon answers 30. “Mary, use Jon’s answer and divide by 3.” Mary answers 10. “Kyle, use Mary’s answer and add 25.” Kyle answers 35. “Tina, use Kyle’s answer and subtract 17.” Tina answers 18. This can go on and on or can stop after two or three students. For more difficult problems, you may use squares and square roots.

Rosanne Glover

ROLLING WITH READING

For **reading vocabulary** fold paper to make boxes. After the vocabulary has been studied, provide each student with a vocabulary word to put in his/her box. Have students illustrate the word on the outside of the box. Other students can then guess the word based on the illustration on the box.

To review **reading selections**, form booklets using half sheets of paper stapled together. Put a title on the left-hand side of each page. Ask students to retell the stories in their own words on the facing page. (They may also create an illustration for the page with the title.)

For **spelling**, work crossword puzzles made up of spelling words.

After a **social studies** unit has been studied, form groups to make a mural of the topic.

In **cursive writing**, after a letter has been introduced and practiced, have the children write in cursive a silly sentence given in manuscript. I used a silly animal theme and had all the writing done in a Cursive Critters booklet to later take home.

Donna Fortner

MUSICAL CHAIR READING

My students learned a **poem** each month. They ranged from “30 Days Hath September” to Emily Dickinson’s “Autumn.” They wrote a poem as a writing lesson and illustrated it on the same paper. I displayed them on the wall.

The whole class practiced saying the poem together. Each student memorized the poem and said it to the class throughout the month.

To practice **oral reading**, I divided the class into two groups. One group sat at desks. Chairs were placed by each desk. The second group sat on the chairs. They took turns reading to each other. I rang a bell for them to begin. The child at the desk read first. When I rang the bell again, the student on the chair read. When the bell was rung next, the student on the chair moved to the next person. The path of movement was determined before beginning. When the moving was completed, the process continued until all students on chairs had moved to each desk.

The next time this activity was used, the seated students did the moving. I rang the bell when I thought the students had had enough time to read at least a paragraph or half a page. Beware, though: It is a little noisy when one half of the class is reading at one time.

Ruby Alvaro

DISCOVERY BOTTLES

Discovery Bottles are made using plastic drink bottles to make hands on **science** activities.

Muddy Bottle: Put $\frac{1}{2}$ cup of soil in the bottom of a bottle, fill with water and cap. Children shake it up and watch it settle. It can be time-out for older students. Use different types of particulate or collected samples from different locations to compare and measure.

Wave Bottle: Fill the bottle $\frac{2}{3}$ full with water. Add several drops of food color to the water, then fill to the top with vegetable oil and cap. Turn the bottle on its side and move back and forth to make waves.

Estimate Bottle: Put nuts, pebbles, small shells, dried beans, or other small objects in the bottle. Students guess or estimate the number of objects in the bottle. After all estimates are in, count the items. You can use the opportunity to group in multiples.

Stress Bottle: Pour $\frac{1}{3}$ cup clear corn syrup in a bottle. Add glitter, sequins, or small toys and cap. The students can hold the bottle and slowly turn it around. It helps them focus and relax.

Diane Boehmes

ACTIVE STRATEGIES

The following activities give secondary students a chance to get up move about – literally.

When teaching vocabulary, write one word on an index card and its definition on a separate card. (You can ask students to write the definitions.) Then mix all the cards together and distribute them as evenly as possible among all the students. At your signal, students move about the room looking for a “match.” When they think they have a match, they return to their seats. Call time after just a few minutes. Remind students not to feel bad if they can’t find a corresponding definition. It may have been inappropriately paired with another card. This provides you with an opportunity to clarify the term.

After students have been reading informational texts, review the concepts as follows. Write names, dates, events, products, concepts, etc. on index cards, one to a card. Place a card face down on each student’s desk with instructions for them to not look at the card. Give each student a piece of masking tape. At your directions, each student asks a seatmate to tape the card to the back of his/her shirt, *without revealing what is written on the card to its owner*, but making it visible to everyone else. Students then circulate around the room, asking one question (just one per classmate) of as many students as they can until they arrive at the who/what/when of their card. (Think 20-Questions.) Students who have correctly identified themselves stand at the front of the classroom. Call time after about 5 minutes. Remind students that they shouldn’t feel bad if they haven’t been able to identify what’s on their card. Other students may have answered their questions incorrectly. Again, this becomes an opportunity for clarification.

In social studies, science, health, and language arts classes, when you want students to think critically about controversial issues, consider using a **continuum line**. Determine the opposite views on the subject and ask students with the most passionate opinions to stand on opposite sides of the room. The rest of the students will form a line by filling in the space between those holding opposite viewpoints. Starting with the ends of the line, ask students to justify their positions. After a few students have shared their thoughts, allow them to rearrange themselves on the line. Discuss.

A variation of this is the **corner strategy**. If various options are available in solving a problem, interpreting a situation, etc., ask students to choose the corner designated for those with their viewpoint. Allow a few minutes for the like-minded students to discuss their thoughts before a spokesperson for each group shares with the entire class.

Ann Warner

SEEING IS BELIEVING

Many students are visual learners.

When studying vocabulary, have students draw a picture that represents the word on a full-sized sheet of paper. It should be visible enough for all in the classroom to see. Tape the finished drawings to the whiteboard and assign each a letter of the alphabet. Then ask students to match the letters of the drawing to the numbered words on a vocabulary list. Many teachable moments occur during this exercise. It can be adapted for historical events, plot details in a work of literature, or terminology in science. [If you want to make this an active strategy, and your class is small enough, allow students to move to the whiteboard for a closer look as they match pictures to definitions.]

Anyone can draw two circles and four lines, right? Have students visually interpret scenes from literature or other concepts using *only* two circles and four lines. Size and spatial relationship is up to the student. Try this yourself. It is a fun challenge, and the discussion it provokes can be fascinating.

In this age of digital technology, it's amazing how useful small whiteboards, even chalkboards, can be. Many of the strategies listed above can be completed on these small boards. Even small groups can use these boards effectively. One such strategy, which is wonderful for summarizing an article or work of literature, is the 3 X 3. The instructions are simple. Write three, three-word sentences. Here are the rules: NO repeated words, no "to be verbs," no pronouns, no articles, and no proper nouns. However, contractions and compound words are allowed. Example: Stepmother exploits scrub-girl. Love transforms princess. Justice overcomes evil. (You're right – it's Cinderella.)

Ann Warner

Notes

Desserts: Sweet Stories and Memories



Experiences of others can come straight to our hearts.



A Feast of Memories

My career in teaching began after I obtained a Master's Degree in counseling. The bulk of my classroom experience was on the job with various classes, subjects and grades from three to twelve. Without the traditional education curriculum background, I had to discover by trial and error the best ways to teach and manage my classroom. I made my share of new teacher errors but quickly realized that I was not alone in my efforts. Looking over my shoulder were the examples of the many fine teachers I had been privileged to know. They were, in many respects, the best education courses I could ever have had.

Growing up I didn't realize that my maternal grandmother started me on the path to be an educator. Hazel Sharps Burton was a graduate of Fairmont Normal School. She instilled in my mother a love of learning and books, and the value of a higher education. I grew up simply knowing that I would earn my way into college. Nothing less was possible. Grandma may not have taught in a formal classroom for more than a couple of years before her marriage, but she was a true teacher all of her life.

My grandfather, Winfield Burton, taught in a one-room schoolhouse in Gilmer County, WV. His own formal education ended with the eighth grade. He too was not in the classroom long, but he taught his family by his example of hard work and dedication. He also made sure that his grandchildren had a college fund to help them on their way up.

My elementary music teacher, Mrs. Alma Rich, taught me the value of a smile for each of my students as she unfailingly greeted me with gentle warmth.

Mrs. Maddox came to my house to bring some fun workbooks when I had chicken pox in the second grade. I still have the picture she drew of me on the wrapping paper. It had spots and yarn pigtails! She was wearing casual clothes that day and it was at that moment I realized the importance of teachers being real people.

Mrs. Magruder praised my work in front of the teacher I would have the following year. What better motivation could I have had to work up to my potential?

Mrs. Finnegan knew that I was easily bored, so she always found extra ways for me to help other students and perform classroom duties. Her hall pass was a large feather. I carried it proudly on many errands.

Mrs. Wilkins was not my favorite teacher. At the time I was convinced that it was her fault that long division with multiplication checking existed. But she didn't let me slide by. I had to do the work and missed more than a few recesses before I got it through my head that I needed to focus and get my work done. She communicated regularly with my mother – the good and the bad. She taught me the importance of consistency and perseverance. She was willing to sacrifice winning a popularity contest in order to make sure her students achieved.

When I received that devastating information that we would be moving, Mrs. Ruby reassured me that I would be well received at my new school and wrote a letter about me to my new teacher. I was given that letter to read myself and deliver.

Mr. Saunders was a long-term sub. He was my first male teacher. He was from Great Britain and, with his stories, opened our eyes to the world outside our neighborhood. He also left a lifelong spelling legacy of adding “u” to words like “neighbour, colour, and favour.”

I learned that it was okay to show emotion. When we listened to the PA announcement that informed us that President Kennedy had been shot, I saw Mr. Lowery with tears running down his cheeks. That profound moment also showed me that a teacher has to help students interpret the confusing world around them.

Mrs. Long, Mrs. Mann, Mr. Blair and Mrs. Reid infectiously infused their English and literature lessons with personal enthusiasm and love for the subject. They inspired me to take all the English and writing electives I could in college.

As I began to teach, I recall the consequences and rules that kept my classes moving forward. The best revolved around common sense, sensitivity, and consistency. I grew in appreciation for the example and extra effort that my teachers had made. I realized how often they adapted to their situations and to the needs of their students.

I know I mastered the curriculum, but the lessons of these teachers have kept me growing and learning. Without their examples, I could not have succeeded as a teacher and lifelong learner. I only hope I can carry on the tradition with my students.

My grandmother’s teaching legacy continues to a current generation of teachers. Upon my parents’ death I became the keeper of the family memorabilia. Among it were journals and notebooks that had belonged to my grandmother. Compiled in 1922, one notebook was full of activities, notes on classroom management, lesson plans and advice from her own experience. Reaching across the years, my daughter incorporated some of these in her 2004 education portfolio for her teaching degree.

Good teaching doesn’t grow old or out of step. The technology and curricula may change, but the relationship of a teacher with the hearts and minds of students is never out of date.

We teachers are lucky!

The following are excerpts from that notebook:

Quality of voice a teacher should have—

- Clear
- Proper pitch
- Moderate
- Pleasant
- Soft
- Expression
- Sincere
- Cheerful
- Musical
- Natural
- Ringing tone
- Caring
- Flexible

Stories for primary grades should be about five minutes long; for intermediate grades about 10 minutes

Elements to seek in material:

1. To obtain an appeal to elements in which the child is accustomed
2. Unusual material. Something that appeals to their fancy and imagination (adventure, romance, fairy tales)
3. Stories that contain elements of beauty
4. Stories which would seek a love for poetry
5. Common sense and resourcefulness, unselfishness

These stories are best from sixth grade up—example, Cinderella

6. Stories of humor
7. Stories that incorporate “folk lore” and the superstitions of the race.
8. Stories that infer kinship with animals
9. Stories that contain love of nature
10. Stories that contain dramatic appeal
11. Stories appropriate to the occasion--- Christmas, birthday, etc.
12. Stories which deal with death, especially with children who are of an age to realize that it must come to all, and that it is not a calamity, but a perfectly natural and simple thing

Karen Mackert



The Symbolic Shell

It was the spring of their senior year. We had been together since they were 7th graders in the Gifted Program. We were a family of sorts, sharing many joys and successes, a few sorrows, and an occasional failure. Room 22 had been the setting for a diversity of activities on a daily basis and the establishment of a camaraderie which we all cherished.

We were beginning our final unit, a new approach to *The Lord of the Flies*. William Golding had stated that the book was “an attempt to trace the defects of society back to the defects of human nature.” He implied that the evil in the world existed because each individual had the

capacity of evil; this evil was symbolized by The Beast in the novel. The latest film production of the classic had recently been released, and the students wanted to study the work. We planned to simulate being marooned on the island like the situation in the book, but I challenged the students to prove that the opposite of Golding's theory could be true, that because there is good in each of us, we can form a society based on goodness.

On the first day, when I introduced the unit with the conch of leadership in my hands, I distributed a copy of the class roll. I instructed each student to write three of the most positive qualities that he or she saw in each of the classmates. These would later become the student profiles. Then, I explained the significance of the conch of leadership, and described how it would pass to each of them on one day of our ten-day unit. As in the novel, permission to speak was granted to the one who held the shell. The students were asked to reveal the items which they had with them in a purse, pocket, or backpack. These were the only manufactured items from our world that they would be able to use on the "island."

On the second day, when they entered the classroom, the conch was strategically placed at one student's desk, the leader for the day. Each received the compiled list of positive qualities on our island. We had to draw from them in order to interact and to survive. It wasn't until the end of the unit that the students received the personality profile which classmates had created for them.

It was a dynamic unit. Each student was the leader for a day, planning and directing the activities related to the simulation. My role was the silent bystander, representing the faculty member who had not survived the crash but whose presence was still perceived. I totally relinquished the leadership and control of this unit to the students. Each day was memorable. They took very seriously the realities of such an accident and considered the problems they faced including basic needs, survival, rescue, and psychological well-being in a mature manner. They ate tropical fruit, such as coconut and pineapple, improvising without any proper utensils. They made clothing from natural supplies and built shelters without tools. They originated games and activities to stimulate the mind and provide relief from the stress filled struggles. They contemplated long-range standards and goals in case they were never rescued, establishing laws and standards for relationships and possible marriage and parenting.

Eli was leader on the final day, the day of rescue. So much had been accomplished in ten days: forming a society with laws and rules, building shelters, securing food supply, establishing harmony, insuring safety and good sanitation, and planning for emergencies. Eli seemed to visualize the rescue as symbolic of the coming event: graduation. He brought shells, a variety of unique shells, and he presented each student one shell which he related to the recipient. He said that these were souvenirs of the society in this special place where they had interacted. They were to keep the shell as a reminder of their unique group; even though they would part, they would always have this tie, this proof that they do belong to each other in a most special way. We sat in silence, knowing that a great change was about to take place. They were in reality being rescued from this island, and they would be going their separate ways.

As the unit came to a dramatic end, Eli gave me a shell, a small sand dollar. After graduation, I put it in my desk drawer, a safe place for a treasure. When the next school year began, I had given them my farewell and best wishes. I had great anticipation for their success and happiness as they embarked on academic journeys on many different campuses. Occasionally, I would touch the shell and relish the poignant memories of those special students.

On a Saturday in September, tragedy struck! There was an accident in our state university town. Aaron, one of the graduates, had been on the back of a pickup truck and was fatally injured. I received calls from the other students as their parents informed them of the tragedy. We met at the funeral home, and we were asked to be honorary pall bearers. On the day of the funeral, we met in Room 22; one seat was obviously vacant. We talked, reminisced, remembered his spring role of Danny in “Grease,” and read some of the poetry he had written. I had pulled his file of writing samples, and with his parents’ permission, I gave some of them to the minister to read. His creativity had always been appreciated, but now his words shouted out to us with greater significance. His voice was there in Room 22. He was still a part of us.

I opened my desk drawer, took out my sand dollar and slipped it in my pocket. They too had their shells. We were “shipwrecked” on a new and different island, one as foreign and challenging as our simulated island had been, but we were still supported by strong ties. I accompanied them to the nearby church to say good-bye to one of their own, and to one of my own.

Golding inspired us to prove that it is the good in each individual that unites for the good of our world. My students have survived, and prospered, remembered, and been remembered. The members of that class are contributing significantly in their chosen journeys. Among them are attorneys, physicians, teachers, a minister and a pharmacist. I have been privileged to attend their college graduations, weddings, and other special events. Letters, cards, e-mail, phone calls, and visits continue our special bond which is symbolized for each of us by a single shell.

Jo Ann Harman

Notes

An After-Dinner Mint

We have offered you a feast of ideas for your students. Teaching can be both immensely rewarding and exceedingly challenging. It involves “enjoy*mint*, commit*mint*, and engagem*int*.” As you prepare a smorgasbord of activities for your students, keep in mind that you will occasionally need nourishment for yourself. Many of the women in Delta Kappa Gamma, Alpha Kappa Chapter, will gladly assist you in any way we can. For further information or inspiration, you can contact us at our website: www.alphakappawvdkg.com.



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