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ABSTRACT

This compilation of teaching ideas was produced from suggestions offered by participants in Kentucky's 1990-91 Commonwealth Institute for Teachers and by the 1991 Local District Teachers of the Year. At the elementary level, 11 tips are offered for teaching language arts, 4 for mathematics, 1 for physical education, 3 for self-esteem, and several in miscellaneous areas (such as parents day, progress reports, and thinking skills). At the middle/secondary level, 9 tips are offered for teaching language arts, 3 for mathematics, 4 for science and social studies, and 15 for self-esteem. Examples include: Spelling Songs, Writing a Classbook, Biopoem, Friendly Competition, The School Supply Store, and Biology and Psychology in the News. Teaching tips are described in varying degrees of detail, and each is accompanied by the name of the teacher submitting the idea and his or her school district. (JDD)

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# TEACHING TIPS

from

**Commonwealth Institute for Teachers**

and

**Teachers of the Year**

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## INTRODUCTION

The Division of Recognition and Special Events has compiled *Teaching Tips*, which shows the innovative programs and activities taking place in Kentucky classrooms. Participants in the 1990-91 Commonwealth Institute for Teachers and the 1991 Local District Teachers of the Year have contributed these creative teaching tips and techniques.

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**ELEMENTARY**

## **COPI-CATS**

A project that I initiated for my remedial fifth and sixth-grade reading students was COPI-CATS. COPI-CATS is an acronym for Correspondence Oppportunity for Ppils Imitating College Athletes Toward Studying. My remedial students were paired with University of Kentucky football players as pen pals. The students wrote the football players and described the books that they had read. It was very motivating for my students. After they had read and reported on *ten* (10) books, the students were entitled to receive a "custom-made" Wildcat COPI-CATS sweatshirt complete with their name on the front and the football player's number on the back.

When the football season ended, the students were able to meet the football players. How did they know each other? Through the sweatshirt! All twenty fifth and sixth-graders tramped along one long wall and turned around to display their numbers. It was gratifying for everyone who worked with the program to see the pen pals meet. Huge football players jumped out of their seats and ran to grab their young pen pals. Some shook their pen pals' hands but most hugged.

It was a great sight. One of the best rewards came on "I Love To Read Day" in February when the football players visited and read stories.

***Pam Jackson***

***District Teacher of the Year***

*5th-6th Grades*

*Huntertown Elementary*

*Woodford County Schools*

## **IDENTIFYING READING STYLES**

The *National Reading Styles Institute* can help identify your students' learning styles for as little as \$1.00 per child. The inventory will identify each student's reading style strengths and list the most effective reading methods, materials, and strategies. When strengths are assessed, students learn to read more easily and earlier. They also read more and perform better in all subjects. As a result, they enjoy school, they feel smarter and more self-assured, and their behavior improves.

For more information write:

*National Reading Styles Institute*  
P.O. Box 39  
Rosalyn Heights, NY 11577  
1-800-331-3117

**Marcia Witherspoon**  
**District Teacher of the Year**  
*Caverna Elementary*  
*Caverna Independent Schools*

## MICE AND LANGUAGE

I arranged with our local high school science teacher for two mice to visit my kindergarten classroom for a few weeks. The children loved watching and caring for the mice. In addition, the mice became the center of a multitude of learning activities.

For language arts we first named our mice and then used the children's spelling to sound out the names. Then we brainstormed words that rhymed with the names. Next we drew pictures and wrote stories by dictating to parent volunteers. We even read books about mice. Our favorite was *If You Give A Mouse A Cookie*. Finally, we created a storybook about our mice and drew our own illustrations.

For science, we made our mice the center of a good health lesson. We fed one mouse a good diet of healthy food (dog food!). The other mouse was fed only junk food which the children learned to identify as such. Then we observed their growth. With the help of a high school student we recorded on graphs and charts their weight and the growth of their tails. This was a great opportunity for math activities. We graphed, weighed, measured, counted, compared, estimated, and drew conclusions.

This long-term integrated project with the mice provided fun and growth for the children. Many curriculum objectives centered around it. It provided many hands-on activities, produced many memories, and most importantly, created learning that will last!

**Judith Stout**

**District Teacher of the Year**

Kindergarten

Wright Elementary

Shelby County Schools

## READING FOR ENJOYMENT

The objective of this activity is to help students read and comprehend as many books as possible in a non-threatening way by using the *Dial-a-Message* techniques.

The game begins with students being given several index cards with authors and illustrators of children's books on diverse cultures. The teacher prepares a brief synopsis of the books and places the prepared tape(s) in the phone and cassette players. The students review the list of books and the *Dial-a-Message* for the book they want to learn more about. The index card also consists of several activities:

1. Draw pictures about the book(s) to make a collage.
2. Write thank-you notes to the author(s) to explain their reaction to his/her book(s).
3. Make a map of the book and compare their neighborhood with those that are in the book(s).
4. Retell the story— make another tape about the book(s).
5. Write the part of speech; list all verbs on page 1, nouns, page 2, adverbs, page 3, etc.
6. List new names of other cultures.
7. Make a tape of the language spoken by other cultures.
8. Make a chart with the new vocabulary words.
9. Make a spelling list with all the *ed, ing, est, ion* words, etc.
10. Do a writing from the picture(s).
11. Write an autobiography about their own life and make a comparison.
12. Write a character description about a character in the book(s). Make a comparison. File in notebook and make a yearbook.

The students are enriched while they are learning. Students are given awards for completing at least three activities. Their work is displayed for all to see.

**Pat Higgins**

**Commonwealth Institute for Teachers**

*K-4th Grades*

*South Side Elementary*

*Shelby County Schools*

## READING FOR FUN

Students enhance their enjoyment of reading through a systematic program of at-home and in-school supplemental reading. Each month is given a theme. Children take home a read-at-home chart to fill out with ten books they read during the month. When students return the completed and signed sheet, they are given a treat and are allowed to add a leaf to our reading tree. The leaves stay on the tree during the entire year.

In the classroom, we do activities related to the theme such as art, dressing as characters from the books, cooking, songs, and hand plays. We even center our assertive discipline around the theme for the month.

Each day I read aloud at least one book or a chapter that correlates with the theme.

Our monthly themes include: bear, cat, ghost and spider, chocolate, rabbit, mouse, red, white and blue.

**Suzanne Nelson**

**District Teacher of the Year**

*2nd Grade*

*New Castle Elementary*

*Henry County Schools*

## **SPELLING PAPERWORK**

1. Make a xerox copy of both sides of a plan book page. Type or write subjects and times on these pages. Make copies for the entire year and glue in plan book with glue stick. Cuts time used to write plans by fifty percent.
2. Color code grades in grade book. I put any below average or failing grade in red. Then, when preparing mid-term progress reports, I can quickly tell which students have low grades.
3. Tape the spelling test on a cassette. This is especially great for children who are absent. They can put on a headset and make-up their test.
4. Use the harder spelling words in each week's list as "Challenge Words." Challenge your students to memorize the words and their spellings. *Do not* pronounce these words. Give the students 3-5 minutes to recall the words and write them down. Add any correctly spelled words to the student's score as bonus points. They will love scoring over 100 percent. *Do not* take points off for incorrect spellings.

**Karen Alford**

**Commonwealth Institute for Teachers**

*Rich Pond Elementary*

*Warren County Schools*

## **SPELLING SONGS**

On Monday when I start a new unit in spelling, I always begin by singing the tune: "This is the way we wash our clothes so early in the morning." This technique works well with grades K-4. I review the objective and what they will be learning with them. We start with the first word. The word might be c-l-o-w-n. The students sing the tune to "This is the way we spell clown, spell clown, spell clown. This is the way we spell clown. C-L-O-W-N." I use this as a warm-up drill before they write their words. The students look at the word. Then we spell the word. Last we write the word. By Wednesday, the students are ready for their pre-test and on Friday they know how to spell their words. Ninety percent of the time students with learning disabilities learn how to spell words and make good grades.

***Donna Cockrel***

***Commonwealth Institute for Teachers***

*4th Grade*

*Benham Elementary*

*Harlan Independent Schools*

## VOCABULARY

Write a list of words on the chalkboard (colored chalk helps students remember). (1) Pronounce the words in order; (2) Have students look away from the board; (3) Erase a word or a part of the word; and (4) Challenge students to "look" for the missing word or part and "put it back."

After students can correctly pronounce the words, play a "Did You Pick?" game. Younger students may need to use just the pronunciation, but older or more mature students like to really challenge each other.

1. One student secretly selects a word from the list.
2. He/she tells you the word.
3. Each student may ask one question such as "Does your word mean the same as .....? (gives a synonym or definition) or "Does it rhyme with .....? etc.
4. The student who has chosen the word must respond honestly to each question.
5. When another student correctly guesses the secret word – he/she gets to go first the next time the game is played.

**Joyce McClain**  
**Commonwealth Institute for Teachers**  
7th Grade  
Farmington Elementary  
Graves County Schools

## **THE WORLD CONNECTION**

I helped to establish a school newspaper, *The World Connection*. Students in grades K-4 wrote articles or drew pictures relating what was going on in the community or school. The students also wrote letters to soldiers from the 101st Airborne at Fort Campbell, Kentucky. The letters and the school newspaper were sent to the soldiers stationed overseas. This project, which promoted writing skills, is being continued.

For the last two years, I have been teaching a new reading program for our school system. *The Writing To Read* computer reading program was established for first graders in two of our schools. This program consisted of five different stations which used all modals in a computer lab. Each first grader spent one hour daily in the lab. The students were asked to write their own ideas in story form.

Their stories were published at the end of the year in a book which the children got to take home to keep. The stories were usually based on their ideas of different subjects presented in their social studies, health, or science classes each week.

***Mae Jane Lancaster***  
***District Teacher of the Year***  
*Librarian*  
*Holiday Elementary*  
*Christian County Schools*

## **WRITING A CLASSBOOK**

### **PREWRITING**

- A. Choose an author you like or a type of story (fables, folk tales, fairy tales, etc.) to pattern your book after.
- B. Read one story or book each day for four or five days.
- C. Follow-up daily with some kind of activity which involves the students in the elements of the story.
  1. Draw pictures
  2. Compare and contrast one story to another.
  3. Discuss and list the unique qualities of the story.
  4. Make puppets of characters and act out story.
  5. Pantomime parts of story.

### **FIRST DRAFT**

- A. Make a list on the board of all special elements to be included in your book.
- B. Brainstorm ideas for the plot, characters and setting, accepting all ideas.
- C. Use chart paper for actual story writing— may take several days.
  1. Allow about 1/2 hour per day.
  2. Use brainstorming techniques.
  3. Vote to settle disputes.

### **REVISE**

- A. Have student read story aloud.
- B. Students decide where changes should be made.
- C. May need to cut and paste.

### **EDIT**

- A. Teacher types or writes book
- B. Students illustrate
- C. Students work alone or in groups of three or four on story of their own.
  1. Students may publish their stories if they wish.
  2. Students go through complete process as modeled.

**Barbara Cicci**

**Commonwealth Institute for Teachers**

*Crittenden-Mt. Zion Elementary*

*Grant County Schools*

## **WRITING TO READ**

During the 1987-88 school year, Kenton County Schools implemented the *Writing to Read Program*. At this time there was a limit on the amount of teacher training available. It became essential to coordinate the classroom instruction and the *Writing to Read Program* in order to meet the time-on-task required at that time. I had received training in the Fort Thomas school district on *Project Read*. This language arts program focuses on the tactile, auditory, and visual stimulation of the child using the phonetic approach. Since the *Writing to Read Program* also required this technique, I used both approaches simultaneously. We have learned to incorporate Theme Teaching. If we are planning a trip to the zoo, we introduce the lesson, write about it in the lab, and follow up with the detailed art project. By using the *Writing to Read Program* with *Project Read* we have met our language arts requirements, science requirements, and *Writing to Read* requirements.

**Karen Koch**

***District Teacher of the Year***

*1st Grade*

*Beech Grove Elementary*

*Kenton County Schools*

## **AROUND THE WORLD WITH MATH**

Students love math drills. I start my math class with a math drill by using flash cards. The game I play with students for grade levels K-6 is called "Around the World." This game helps students to memorize and recall math facts. The game begins with one student's competing with a classmate. The student stays up until he is defeated. When the student gives the wrong answer, he/she has to sit in the person's seat who defeated him/her. The game continues around the world until every student has had a chance to play. We continue with different math facts by using flash cards. We also drill on addition, subtraction, multiplication, and division. The students love the challenge.

**Donna Cockrel**

**Commonwealth Institute for Teachers**

*4th Grade*

*Benham Elementary*

*Harlan Independent Schools*

## COOPERATIVE LEARNING

Tip for cooperative learning— can be partners or teams— Sink or Swim.

Give a math situation (spelling word, grammar usage, etc.) to be written on the chalkboard. Two students of opposite partners or teams start working with the problem— allow at least a full 30 seconds to one minute before the following can take place:

1. A student partner or team member may challenge his/her own partner/team and if he/she can correct the error (if there is one) save or earn a team point (however, if the first partner or team member was correct and the challenger is wrong, the correct individual gets a team point.) The incorrect challenger loses a team point unless another team member can save him.
2. A student may challenge the other partner. If he/she is correct in the challenge he/she earns a team point for his/her team. If the challenger is incorrect and the original problem solver was correct, the challenger's team loses a point— the team being challenged gained a point.

**Joyce McClain**

**Commonwealth Institute for Teachers**

7th Grade

Farmington Elementary

Graves County Schools

## **GROCERY MATH**

Our school collects grocery receipts for which we are given credit, either in money or in teaching tools. To encourage students to bring in receipts, I allow the children to add up their own receipts on my small pocket calculator. As a result, I get *lots* of receipts while the students gain improved knowledge in use of the calculator and practice reading money amounts.

**Cynthia Frey**  
**District Teacher of the Year**  
*Mary G. Hogsett Elementary*  
*Danville Independent Schools*

## MONTHS OF MATH

Math is a subject that I try to make "come alive" through word problem skills using games related to a specific theme or holiday. Each Friday we conclude the week with a game using word problem skills. The class is divided into two teams. One member of a team competes against another in a word problem. The first member to answer correctly adds to the team's score.

**OCTOBER:** Jack-O-Lantern Math— Ghosts vs Goblins

In Jack-O-Lantern Math, points are kept by carving the pumpkin (one pumpkin on the board for each team). The first team to "carve" the pumpkin wins. Sometimes a word problem using several steps and worth more points is given to a group of four or more students on each team. The first team to give the correct answer wins the point and "carves out the points" on their pumpkin on the board. Each month the games are played with a similar format but with a different theme.

**NOVEMBER:** Turkey Time Math— Pilgrims vs Indians

Feathers are added to a turkey for each point. With one turkey on the board for each team.

**DECEMBER:** Trim the Tree Math— Elves vs Reindeer

Ornaments are added to a tree. With one tree on the board for each team. The star on the top of the tree is added only after a four-step word problem is solved.

**JANUARY:** Build the Snowman Math— Snowmen vs Snow-Women

A snowman is built on the board. One part of the snowman is added for each problem answered correctly.

**FEBRUARY—MARCH:** Basketball Math (Various team names are chosen.)

Scoreboard is kept on the board. There are two-point problems and three-point problems. Foul shot problems can also be added.

**APRIL—MAY:** Baseball Math (Various team names are chosen.)

The scoreboard is kept on the board. Easy problems are a single, one point. Harder problems are a double, two points or a triple, three points. More complicated problems, involving several steps, are worth five points, a home run!

All kinds of word problems can be used to relate to math skills introduced that month. By March, April, or May the problems involve a variety of math skills. These games can be easily adapted to various grade levels. The students have so much fun that they forget they are studying math.

**Jackie Bellman**

*District Teacher of the Year*

*4th Grade*

*Nicholasville Elementary*

*Jessamine County Schools*

## FORMS FOR OBSERVATIONS

While keeping records is a vital aspect of the primary grade teacher's day, it is often hard to find the time to make notes. I have developed several instruments which have been easy to use.

### ENTERING-BEHAVIOR RATING SCALE

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

(On a scale from 1-5, rate the child's behavior on the first day of school.)

Refused to Enter \_\_\_\_\_ Entered Eagerly \_\_\_\_\_  
1 2 3 4 5

Refused to Explore \_\_\_\_\_ Explored Freely \_\_\_\_\_  
1 2 3 4 5

Refused Contact with Peers \_\_\_\_\_ Sought contact with Peers \_\_\_\_\_  
1 2 3 4 5

Was Uncooperative (group) \_\_\_\_\_ Was Cooperative (group) \_\_\_\_\_  
1 2 3 4 5

Was Uncooperative (activities) \_\_\_\_\_ Was Cooperative (activities) \_\_\_\_\_  
1 2 3 4 5

Talked Very Little \_\_\_\_\_ Was Talkative \_\_\_\_\_  
1 2 3 4 5

### DAILY OBSERVATION RECORD

(I keep a supply of these handy in my pocket or on the tops of center shelving.)

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

Other Children Involved \_\_\_\_\_

Nature of The Activity \_\_\_\_\_

Child's Purpose \_\_\_\_\_

Levels of Involvement \_\_\_\_\_

Concepts, Skills \_\_\_\_\_

Evidence of development of areas of growth: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Interactions: \_\_\_\_\_

**Barbara Yarbrough**  
**District Teacher of the Year**  
Cumberland Trace Elementary  
Warren County Schools

## **PARENTS DAY**

To encourage our parents to visit the school and to be involved in their child's education, I invited the parents to school for an afternoon in the "work world" of a second grader. With the assistance of a student teacher, I read a story and did a flannel board presentation to accompany the story. The children then took their parents to their work areas and painted a ceramic pumpkin for the parent to wear as a pin or to use as a magnet. After they had completed the pumpkin, the child served refreshments consisting of various kinds of breads and cider. The child wrote his/her parent an invitation to visit his/her room and then wrote a thank you note for coming to school and making him/her feel special. I had 100 percent participation in this project with every child having at least one parent in the group.

***Julia Underwood***

***District Teacher of the Year***

*2nd Grade*

*Harlow Elementary*

*Boyle County Schools*

## **PHOTO PUBLIC RELATIONS**

At the beginning of the school year, I photographed my students in various classes throughout the day, being sure to also capture pictures of special teachers whom the parents may not know. I attach these photos to manila folders, so the kids may "check out" sets of pictures to share at home throughout the year. Also, I make a videotape of students reading original writings; they may check out these videotapes, also. It's great PR and a morale boost for the children!

**Cynthia Frey**

**District Teacher of the Year**

*Mary G. Hogsett Elementary*

*Danville Independent Schools*

## PROGRESS REPORTS

I have had good results and many encouraging words of support from parents for progress reports sent home with children in my classroom. I bought a computer disk that averages and prints out grades. Between grading periods I send home progress reports on every subject to each child's parents. I also send home tips for homework, discipline, attitude, improving grades, and words of praise for good grades. These reports inform the parent of the status of the child's grades before grade card time. This is not a requirement in our school system. I am the only person who does this task at our school. It is not time consuming and requires very little effort but is rewarding to parent and teacher.

I have utilized a *Brite Lite* to encourage attendance in my classroom for a couple of years. I assign each child a number. Children who are present light up their numbers. If they do not attend, there is a "black hole." My class won recognition for high attendance three of nine times last year. This year we won a reward for 97.6 percent attendance for the first month. Thus, I am convinced the *Brite Lite* has caused our class's attendance to be improved.

**Weltha King**

**District Teacher of the Year**

*3rd Grade*

*Cumberland County Elementary*

*Cumberland County Schools*

## STEPS TO THINKING SKILLS

I use a process which helps to implement thinking skills in the content areas, specifically social studies. This process requires quite a bit of time, but the effect is worth the effort. The strength of the plan lies in the conditioned thinking of both teacher and student as the project is developed. By classifying information within each chapter into generic categories, a conditioned way of thinking is developed, thus resulting in a more effective approach to teaching. Students soon "catch on" to the categorizing process of information. It sets the thinking for both teacher and students.

The following are the six steps (with examples) for implementing this plan:

**STEP I:** Selecting a Topic Unit, or Chapter – ("The Northeast Region")

**STEP II:** Identifying and Selecting the Generic Categories –  
(1) Place, (2) Action, (3) Object, (4) Person

**STEP III:** Identifying the Specific Content Elements that Relate to the Generic Categories –

- |               |                    |
|---------------|--------------------|
| 1. (Place)    | 2. (Action)        |
| N.E. Region   | climate            |
| highlands     | growing season     |
| lowlands      | Earth's revolution |
| Niagara Falls | farming            |
|               | manufacturing      |
|               | economic activity  |
| 3. (Object)   | 4. (Person)        |
| mountain      | Beverly Sills      |
| valley        |                    |
| crops         |                    |
| port          |                    |

**STEP IV:** Identifying and Selecting the Basic Question –

- (Place)
  - Which is the northernmost state?
  - Which states touch our northern border?
- (Action)
  - How does the distance from the Equator affect climate?
  - How does the distance from the Equator determine its growing season?
- (Object)
  - What is a landform?

*continued*

2. What is a bay?
4. (Person)
  1. Who is Beverly Sills?
  2. What did she eventually do with her love of music and her talent?

**STEP V: Identifying and Selecting the Ways of Thinking --**

<u>Generic Category</u>	<u>Specific Content</u>	<u>Ways of Thinking</u>
1. (Place)	N.E. Region	(Compare) the N.E. Region with your state according to climate and resources.
2 (Action)	manufacturing	(Logical Deduction) How do people of the N.E. make use of their water-ways?
3. (Object)	landforms	(Create) a relief map of the N.E. using clay, salt, flour, or water.
4. (Person)	Beverly Sills	(Imagine) you are an opera singer. Describe your songs/ music.

The research on these various topics can be done on a team basis. Cooperative Team Learning has proven to be an effective approach toward breaking the chapter material into parts with students' brainstorming the categories and searching for terms and concepts.

**Judith House**

**District Teacher of the Year**

4th Grade

Potter Gray Elementary

Bowling Green Independent Schools

## **STUDENT TEACHING**

I wrote a proposal, in collaboration with the University of Louisville, to address the needs of teacher training and induction into the profession of education. We developed this project for our school so that we could train student teachers, pre-education majors, and teacher interns in a structured and effective way.

We have organized ourselves as if we were a teaching hospital. We have set up guidelines for each cooperating/supervising teacher to use in the development of training teachers. I am the coordinator of this project which is called a Clinical Training Site. We specifically addressed the problems that we had seen in the past when student teachers were placed in our classrooms. We used a research-based training model so that each inductee would receive a variety of teaching opportunities and observations. We wanted student teaching to be a positive learning experience not an isolated, frustrating experience with a reluctant supervisor.

We work closely with the University so that we are sure to meet the needs of both parties. We require that student teachers observe effective teaching, utilize effective teaching strategies, rely on research-based methodologies, and critique themselves. We model the effective teaching strategies for them and allow them to critique us. We include the inductees in the total school program and encourage their participation in every aspect of our profession—inservice training, faculty meetings, parent conferences and communiques, and clubs.

***Sheila Goodpaster-Troyer***  
***District Teacher of the Year***  
*Kindergarten*  
*Price Elementary*  
*Jefferson County Schools*

## STUDY BUDDIES

Homework Analysis Sheet— This form is filled out by the student when his assignment is not completed or lost.

I keep these in a folder in my desk and have found them most useful when I confer with the parents, and when filling out report cards.

Study Buddies Form—I assign each student a study buddy at the beginning of the year. This partnership is for absences. The buddy fills out an assignment sheet for the student so that if a parent picks up the classwork, it is jotted down on this form. If the parent does not pick this up, the form is kept in the classroom until the student returns.

### ASSIGNMENT ANALYSIS SHEET

Name \_\_\_\_\_

Subject \_\_\_\_\_

Date \_\_\_\_\_

Dear \_\_\_\_\_

Here are the assignments you've missed. Please complete them and turn them in by \_\_\_\_\_. Hurry back! Why? Because we miss you.

Reading: \_\_\_\_\_

Math: \_\_\_\_\_

Social Studies: \_\_\_\_\_

Science: \_\_\_\_\_

Spelling: \_\_\_\_\_

Health: \_\_\_\_\_

English: \_\_\_\_\_

Other: \_\_\_\_\_

**Patricia Harris**  
**Commonwealth Institute for Teachers**  
5th Grade  
Sublimity Elementary  
Laurel County Schools

## TIPS GALORE

1. Never underestimate the value of a smile, a hug, or a word of encouragement.
2. To easily form groups in primary grades, students choose different colored necklaces made of yarn. The same idea with shapes can be the theme (Hearts make a group, apples, etc.).
3. One theme I've used this year is A-B-C lists. When we studied careers, words dealing with occupations were recorded. Lists include plants, countries, food, etc. The charts stay up all year, and students are encouraged to add to the vocabulary.
4. Primary students sometimes have difficulty in drawing large pictures. I put a large circle on a sheet of 12"x18" paper, and the students take off! From the circle students might draw clowns, scarecrows, or types of machines.
5. Students look for patterns in various disciplines. With *Box It or Bag It* math patterning is an important concept. But even if you are not using this program, just be aware of patterning in nature, material, architecture, rhymes, songs, etc. Students' horizons will expand in unimaginable ways.
6. For Earth Day, 1990, my second grade students presented an environmental awareness fair for the entire school. Students were in groups of two and manned booths in the gym. Classes were scheduled to come at 15 minute intervals. Topics covered included mechanics of a landfill, carbon emission, information on recycling, importance of trees, oil spills, and solar energy. Students also made a tape explaining terms (biodegradable, ecosystem, acid rain).

**Theresa Boone**  
**Commonwealth Institute for Teachers**  
*Lebanon Junction Elementary*  
*Bullitt County Schools*

## EVERY CHILD A WINNER

**EVERY CHILD A WINNER** With Physical Education is an individualized physical education program which improves fitness and motor skills for all children regardless of physical or mental ability.

**DESCRIPTION:** The program improves fitness and motor skills and contributes to improvement in academics and self-esteem. The curriculum, based on the *Laban Framework*, has been widely adopted. It has a practical, proven, step-by-step plan, field-tested lesson plans and training materials. Both educators and parents report positive student results in discipline and vocal awareness, body awareness, quality of body movement and relation-educational gymnastics. Students are encouraged to reach their personal potential, with "winning" taking place when each child does his/her best.

Training is designed to help classroom teachers, special educators, and physical educators implement the program. Phase I Training includes an accountability model for program implementation, teaching techniques for movement lessons, and training in program and fitness evaluation. Phase II Training provides more in-depth training in the *Laban Framework* and assistance in upper grade implementation. The program should be implemented first in K-3, with a plan for expanding to K-6.

**REQUIREMENTS:** Program conducted by certified teachers. Pupil-teacher ratio 1:30. Training essential. Facilities needed are a multi-purpose room or indoor area large enough for participation, as well as outdoor space to conduct lessons. A list of equipment, resource books, and training materials needed is available from the project.

**CONTACT:** Martha F. Owens  
*Every Child A Winner*  
Educational Excellence, Inc.  
P.O. Box 141  
Ocilla, GA 31774  
Telephone (912) 468-7098

Joan Johnston  
*Every Child A Winner*  
Hearn Elementary School  
200 Laramie Dr.  
Frankfort, KY 40601  
Telephone (502) 695-4035

**Joan Johnston**  
**District Teacher of the Year**  
*Physical Education*  
*Hearn Elementary*  
*Franklin County Schools*

## **EVERY CHILD A WINNER**

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**Joan Johnston**  
***District Teacher of the Year***  
*Physical Education*  
*Hearn Elementary*  
*Franklin County Schools*

## **INCENTIVES**

A method I have used successfully is to provide incentives which allow students to build confidence. I have marble jars that I fill as students reach certain classroom goals. When the jars have been filled, I allow free recess time, free time on the computer, or free time to work at a certain reading center. In the past I have used field trips to help motivate children to achieve a certain level in reading. This year I am trying something new that the children are really excited about. It involves our principal's kissing a goat when all the children in my program obtain a certain goal we have set for them in reading.

***Dennis Priddy***

***Teacher of the Year***

*Brownsville Elementary*

*Edmonson County Schools*

## **POSITIVE YOUTH DEVELOPMENT**

Morningside Elementary School participates in a pilot program for positive youth development. The program is a joint effort of Lions Club International, the National PTA, and Quest International along with the National Association of Elementary School Principals. These programs teach children important life and citizenship skills that lead to responsibility, good judgment, and self-discipline.

Quest International, which developed the program, provides training, materials and technical assistance for the classroom, community, and parent components of the program.

Our staff in grades K-4 participated in the workshop, and it proved to be an enlightening experience for all. We left the workshop with a feeling of closeness and unity of purpose.

We all teach the program, and we feel very fortunate to have a concrete tool to enhance the self-esteem of our students and prepare them to become productive, responsible citizens.

Information for this program can be obtained by writing the following address: Quest International, P.O. Box 430, Newark, Ohio, 43055 or you may call 1-800-446-2700 between 8 a.m. and 5 p.m.

**Angela Weathers**  
**District Teacher of the Year**  
*Morningside Elementary*  
*Elizabethtown Independent Schools*

## **PROJECT PAL**

*Project PAL* is a volunteer program which meets the special needs of children. Volunteer faculty members and staff are asked to accept one or more children as their PAL or special friend. The program is for the shy, withdrawn, unhappy, gifted, hostile, or aggressive child, or any child who appears to be having problems. The teacher volunteer attempts to get to know and establish rapport with the special friend or PAL. The volunteer shows a special interest in the child whenever they meet in the hall, playground, lunchroom or at special meeting times. The idea is to provide these children with someone to talk to and to let them know that they are special to someone other than their classroom teacher. The objective is to help children with problems and to help prevent them from dropping out of school.

I feel that *Project PAL's* greatest achievement has been that of building a positive attitude and self-esteem in students. It has also improved the attendance and general behavior of students.

I'm not sure where *Project PAL* originated, but it is certainly a worthwhile project, and I would recommend it to any school.

***Jeanette Hughes***

***District Teacher of the Year***

*2nd Grade*

*West Irvine Elementary*

*Estill County Schools*

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**MIDDLE/SECONDARY**

## A LOOK AT MY FUTURE AND ME

This English IV activity is designed to improve skills in all areas of Language Arts. By researching a career; writing academic, business, and social materials; reading critically and analytically; making preplanned and impromptu oral presentations; listening critically; and evaluating self, each student will acquire the necessary resources and skills to prepare a display representing his/her career and to discuss intelligently that career with peers, teachers, and *career contacts*. This project requires each student to do the following:

1. Select a career to research through printed material and have contact with at least one person in that field.
2. Read a book related to your career interests. Keep a reading journal to note progress, record questions, and make observations. Prepare an oral presentation.
3. Keep a notebook of related class assignments and activities. Among these will be ten to fifteen essays, business and social letters (letters of inquiry, complaint, application, invitation, thanks, \_\_\_\_), correspondence with the career contact, surveys, evaluations, vocabulary particular to the career, and other related information.
4. Obtain a letter of recommendation which can be used for *any* position which you may select in the near future.
5. Prepare a display for the English IV Career Fair. Posters, pictures, audio-visual materials, items of importance on the job, lists of career opportunities, people to contact, and similar types of information are appropriate for displays. Your notebook should be a part of your display.

NOTE: Three English IV classes participated in this activity last year; it was a tremendous success. Approximately twelve career contacts and a few parents came; while all seniors were invited to visit during their English classes, teachers from various disciplines asked to bring their students.

Throughout the day some of the students and I took pictures; using slides, a narrative based on Walt Whitman's "I Hear America Singing," and contemporary music, I developed a presentation for the students which we used several weeks later. It served as a reminder of the accomplishments each had made-- and gave each one special moment in the spotlight.

**Ernestine Jennings**  
**District Teacher of the Year**  
English  
Shelby County High/Shelby County Schools

## **ALPHABET SOUP SPELLING**

Use alphabet pasta to spell out words. This technique can be used for students on any level. I use it with special education students in grades five through eight.

### **MULTIPLICATION BINGO**

Put random answers on the board for the multiplication table you wish to reinforce. Have students make (or have prepared) a Bingo grid (25 square grid 5x5). Students put numbers in grid that are found on board.

Call out multiplication problems. Students must compute the answer then cover the correct answer. Bingo is achieved by filling a row (up, down, diagonally). Prizes should be awarded.

### **SPELLING SCRABBLE**

Give each student a large card with a letter of the alphabet. (Make sure all the letters needed for spelling the words are available and include lots of vowels.)

Call out a spelling word. Have the students who have the letters get together to spell the words. They must work as a group.

Adaptations:

*States/Capitals*— Have the state and its capital get together. Shuffle cards, do again.

*Sentence Structure*— Have word cards.

Call out a sentence, then have students form it correctly.

***Carol Moffett***

***Commonwealth Institute for Teachers***

*Special Education: 5th-8th Grades*

*Harrodsburg Middle School*

*Harrodsburg Independent Schools*

## BIOPOEM

Lower-level students tend to stick to a superficial impression of literary characters. To help go beyond the initial appearance and to delve into the psyche of the character, I have devised a writing project that requires a real understanding of the person they are revealing: "character biopoem."

First, I present them with the biopoem format and two sample poems. We then discuss the characteristics of the biopoem: clarity, precision, self-disclosure and overall tone. Next, I ask them to practice with the biopoem format by having them create a personal biopoem. They are to read it aloud to a friend and make the necessary changes to give a true picture of who they are. Following this activity, I assign a story for the students to read. They are placed in pairs and asked to write a biopoem about the character in the story. Collaboratively, a biopoem is created and written on the board. Next, the pairs are asked to select a novel they would like to read and about which they would like to write a biopoem. I guide the students' selection so that they have a "meaty" character to write about. Off and on over a three week period, the couples are given an opportunity to meet and to discuss aspects of their character's personality. I meet with each pair twice a week to make sure that they are completing the task as designed. After the biopoem has been taken through the entire writing process, it will be typed on the word processor, using the *Multi-Scribe* program because of its unique scripting qualities.

### Biopoem format:

Figure 1

- Line 1. First name
- Line 2. Four traits that describe character
- Line 3. Relative ("brother," "sister," "daughter," etc.) of
- Line 4. Lover of \_\_\_\_\_ (list three things or people)
- Line 5. Who feels \_\_\_\_\_ (three items)
- Line 6. Who needs \_\_\_\_\_ (three items)
- Line 7. Who fears \_\_\_\_\_ (three items)
- Line 8. Who gives \_\_\_\_\_ (three items)
- Line 9. Who would like to see \_\_\_\_\_ (three items)
- Line 10. Resident of \_\_\_\_\_
- Line 11. Last name

outspoken, organized, compassionate, open

teacher of English and Speech, sponsor of the Junior class, coach of the speech and debate team, and coordinator of the video yearbook.

mom of (overachiever) Leslie, (boy crazy) Tracie, and (crawdad catching) Michael  
wife of childhood sweetheart, Denny

chosen child of Eddie and Thelda Rose  
and big sis to little sis, Jan

lover of sixties dancing  
old romantic movies  
a good joke  
and family picnics

who feels sad when she watches Love Story for the 53rd time  
exhilarated in a crowd of people  
content with her old fashioned beliefs  
and overwhelmed when she looks at her schedule for one week

who needs her father's approval and support  
at least two diet colas a day  
the love of a good man  
and quiet time for regrouping

who fears growing old and dying  
losing one of her children  
and a time when she is no longer needed

who gives unsolicited advice to her children  
her time to all who need it except herself  
and a \_\_\_\_\_ - ear to a friend in need

who would like to see  
if Elvis is really buried in the grave in Memphis  
a female president of the United States  
her students *successful* in whatever careers they choose  
and herself 10 pounds thinner

citizen of a world that no longer values '57 \_\_\_\_\_, Bobby Vinton's  
music and marshmallow roasts over an open fire

Gare, A. R., ed., *Roots in the Sawdust: Writing to Learn Across the Disciplines*, p. 222.  
Illinois: National Council for Teachers of English, 1985.

**Judy Texas**  
**District Teacher of the Year**  
*English*  
*South Oldham High*  
*Oldham County Schools*

## **DIFFERENT TWIST AT EASTER**

About a month before Easter my seventh and eighth-grade classes are involved in group projects writing Easter stories for different classrooms.

Last year the seventh-graders divided up into groups of four and wrote Easter plays for first and second graders. Each play had to have an important lesson to be learned. After they wrote their play, they had to make props and costumes for them. Then they performed it in front of the split first and second-grade class.

Each individual eighth-grader wrote a short story with a lesson to be learned. They wrote, illustrated, and made their own Easter book. Then each student went into the second-grade room, read and gave the book to a second grader.

I was very proud of the students because they did a lot of work and it really showed. The students in each classroom loved the plays and books.

***Judy New***

***District Teacher of the Year***

*English*

*Middle Grades*

*Science Hill Independent Schools*

## **GETTING THE MOST FROM LITERATURE**

At the beginning of each class period, I have my students read from novels—classroom sets such as *Indian in the Cupboard* by Lynne Reid Bank, *The Outsiders* by S. E. Hinton, *Adam of the Road* by Elizabeth Gray. After they read for eight-to-ten minutes, they write in their journals.

This allows them to calm down from the class change and also to be exposed to several novels during the year.

When they have completed a novel, they participate in group discussions about the novel. So far, this has been one of the most popular ways I've found to encourage reading, speaking, and writing skill development.

**Bonnie Farrar**

***Commonwealth Institute for Teachers***

*English*

*Williamsburg Junior High*

*Williamsburg Independent Schools*

## **MAGAZINE IN THE CLASSROOM**

I initiated a new class at my school several years ago. Our textbook is a weekly *Time* magazine. It requires a lot of reading and writing and hard work. My students love it and they develop an interest in many areas of study.

**Shane Abbott**

**District Teacher of the Year**

*English*

*Wayne County High*

*Wayne County Schools*

## MAGAZINE JOURNALISTS

For the past two years in my sophomore English classes, students have gotten excited about primary research.

Several activities lead students to become magazine journalists and to write a biographical article similar to those found in *PEOPLE* magazine (or *ROLLING STONE* or other publications with which they are familiar).

1. We read several biographical essays from the literature book as well as several magazine biographical articles and compare the formats.
2. We write a series of journal entries about ourselves (including plans, hopes, favorite things, fears, etc.
3. Students create their own resumes and letters of application.
4. They create interview questions.
5. They study methods and organizational formats for including quotes and other information in articles in an interesting way.

We play a brief search game to end up with a random partner. Then each partner begins to collect research information about the other for his/her article. Students conduct interviews with their partner, use journal writings and other folder writing from the year (as permitted by the writer). They also use resumes, letters of application, quotes and information from friends to compile a magazine-type article. Their goals are to inform and entertain. The overall tone of the article must be positive.

They compose headlines, take pictures, form editorial boards to edit copy, submit a cover design—the best design is chosen from a class vote. Group-design advertising for imaginative products or services (from an earlier class creative-thinking activity) are included in the magazine.

All articles are typed, proofread, copied and compiled into a class magazine. Each student in the class is featured. For the past two years, students have received the finished product after their final exams on the last class day. They are pleased with their efforts and even purchase copies from other class periods. This "keepsake" has also encouraged excellent writing and organizational skills (the goals I'm working toward with students).

A magazine format can be productive for many types of classroom projects in classes across the curriculum. A simple publication is inexpensive. Though it takes a bit of extra effort, I know that it is one of the highlights of the year in my class, both for me and for my students.

**Pam Ladd**

**District Teacher of the Year**

*Sophomore English/Yearbook/Journalism*

*Paducah Tilghman High*

*Paducah Independent Schools*

## **“MEET THE AUTHORS: A WORKING CELEBRATION”**

### **A. Objectives of the Program**

The goal is for middle school students to develop story ideas for children's books. Students become young authors as they learn through a hands-on writing process. Small groups work together to generate ideas, edit, and publish the final illustrated books. These books are then shared with an elementary class of students who read the books prior to a final “Meet the Authors” party. At the party, both age groups meet for a read-aloud and autograph session.

### **B. Content to be Presented**

Students will generate ideas in brainstorming sessions that are organized into story webs and eventually into story structure diagrams. Using the prewriting step in the writing process, students are guided beyond “writer's block” and into an unlimited dimension of writing ideas. Working in small groups, students bring back to the class a multitude of brainstorming notions that are organized into story possibilities.

Students launch into drafting several versions of their individual stories. Peer editing and peer reactions are shared as stories develop. Story organization techniques are examined, polishing tips are practiced, and finally a completed story is ready to publish.

In the publishing phase, students use lay-out design procedures to integrate their text with original illustrations. The books are then bound.

Student authors then share their work with elementary classes. Books are read by these students prior to a “Meet the Authors” party. At the party, both age groups meet for a read-aloud and autograph session.

As each step of the writing process is presented, students view segments from the KET “Writer's Realm” television series. The series was selected because of its in-depth, creative approach in addressing the subject of writing steps.

Our student author project has been awarded a Kentucky Educational Television *Teaching with Television Grant*. In addition, it was featured on the Paducah community access series, *Video Press*.

**Christine Krueger**  
**District Teacher of the Year**  
*Learning Disabilities*  
*Paducah Middle/Paducah Independent Schools*

## **LISTENING AND LEARNING**

The following is a description of some techniques that I use in my classroom to make sure each of my students is listening and learning during the introduction of new material.

After doing an example or two of the new concept at the board, I put a problem on the board for my students to try. I walk quickly up and down the rows looking at answers and counting aloud. My students do not know whether I am counting correct or incorrect answers until I am finished. While I am doing this, many times they will ask "Am I right?" or "Mrs Nichols, come look at mine, will you?"

This activity challenges them to work the problem correctly. Also, each student knows that I am going to be looking at his work. This causes those who are inclined to sit there and let the others answer my questions to listen to me and to put forth their best efforts. I give the opportunity for shy students to show that they can do the work without embarrassing them by calling on them to answer in front of the whole class.

Sometimes, before illustrating a concept, I challenge them to work the problem. I make a statement such as "I am going to predict that only 10 out of the 27 students in this room today will be able to work this problem before I show you how to do it." They love to prove me wrong. I walk around again, this time only counting aloud the number of correct answers. We work the problem at the board for correct procedure and understanding. I make a new prediction that "I now expect that at least 23 out of the 27 will work it correctly," explaining to them that if I am wrong, I have not done a good job of teaching that concept and we may have to work on it more.

Another way of getting all of my students to participate in learning is to place a problem before them without instruction as to how to do it. I tell them to work the problem the way they think it should be done. I write all of the answers they tell me on the board beside the problem. As I am working the problem they begin to see whether or not they have used the correct procedure. If so, they feel better and better as I work it. If not they will many times say, "Oh, I see what I did wrong."

All of these routines enable me to see that each of my students is listening and participating in class. I am also immediately aware of any concepts which require further instruction before I assign homework. After I give an assignment, I know which students to pay particular attention to as I go around the room and help them with their work. Another big plus to these methods is my students get excited and become competitive with me and each other.

**Nancy Nichols**  
**District Teacher of the Year**  
*Mathematics*  
*Jessamine County High*  
*Jessamine County Schools*

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## PROBLEM SOLVING FOR PERCENTS

I have had exceptional results using the following method of teaching problem-solving which involves percents.

Be sure to focus all questions on topics of immediate interest to the student.

### PROCEDURE

1. Define the question.
2. State the question.
3. Write an equation to match the question.
4. Solve the equation.
5. Define the solution.

### INTRODUCTION

#### Activity — (opening model)

QUESTION: "How many students are in our classroom?"  
(answer 30)

QUESTION: "How many students in our classroom are boys?"  
(answer 12)

1. What percent of our total classroom is boys?
2. What percent of 30 is 12?

When writing an equation to solve percent problems, it is sometimes helpful to replace key words with algebraic and mathematical symbols.

Replace the words "what number" or "what percent" with the variable "n."

Replace the word "of" with a multiplication sign (X).

Replace the word "is" with an equal sign (=).

### REMEMBER

1. "what number"                      "of" - X                      "is" - =  
    "what Percent" - n

2. What percent of 30 is 12?

3. n of 30 is 12  
     $n \times 30$  is 12  
     $n \times 30 = 12$

4.  $n \times 30 = 12$   
    
$$\frac{n \times 30 = 12}{30 \quad 30}$$
  
     $n = .40$

5. The question was "what percent." Must write .40 as a percent.  
    SOLUTION: 40% of 30 is 12. 40% of the classroom is boys.

**Expanded Model**

Seventy-two students in Junior High are involved in sports. If this number represents 30% of the entire enrollment, how many students are enrolled in Junior High?

1. What is the total enrollment?
2. 72 is 30% of what number? (change percents to decimals)
3.  $72 = .30 \times n$
4. 
$$\frac{72}{.30} = \frac{.30 \times n}{.30}$$

$$240 = n$$

5. The question was "what number" was the total enrollment. Since  $n$  represented "what number," the total enrollment is 240.

This design can be expanded to use of school statistics and surveys. Data can be compiled using bar, line, and circle graphs. Percents can be determined from information contained in the graphs.

**Nila Collins**

**District Teacher of the Year**

*7th and 8th Grades*

*Porter Elementary*

*Johnson County Schools*

## **BIOLOGY AND PSYCHOLOGY IN THE NEWS**

Someone said that the newspaper is the poor person's university. That individual went on to say that all of us have access to the newspaper; even if we cannot afford one, others will let us have theirs after they have finished with them.

I believe that the newspaper has great potential for teaching. It is current and is written on a readable level. Many articles are very authoritative, coming from such sources as the American Medical Association or *The New England Journal of Medicine*. On my desk now I have newspaper articles with the following titles: "Scientists find heart disease-causing gene," "Normal gene stops cancer in lab tests," "New brain study could produce true super drug," and "Scientist says babies learn about language before birth."

The newspaper seems to touch on all subjects; even the advertisements, comic strips, and other cartoons often have a message that applies to the subject. I use newspapers in many ways in my classroom to enhance the curriculum. From my personal reading I maintain extensive files of clippings that pertain to many facets of the subjects which I teach.

My students do special projects, called "Biology In The News" and "Psychology In The News." These are sometimes posters and sometimes booklets in which each article is tied in with something that is being studied or has been studied or will be studied. I bring stacks of newspapers to my classroom, and students clip articles of various sorts according to directions.

Sometimes my students make a special study of the table of contents of the textbook and then search for articles that relate to the various chapters. They must list not only the textbook chapter number, but also the page number to show the link between the article and the textbook. Not only do I use newspapers but magazines as well. Both are used as the basis for oral assignments.

One of the "special project" options in my classes is the scrapbook. Many students choose this option. On each article in the scrapbook, the student must give a summary and/or reaction. I don't want my students to see their subject matter only in textbooks. I want them to know that long after they have graduated—long after their high school textbooks have become outdated and tossed aside—they can still find up-to-date information that pertains to the subject; they can still find it right there in their daily newspaper. I am a better teacher because I am using the services of my friend—the newspaper.

**Dale Faughn**

**District Teacher of the Year**

*Biology and Psychology/Caldwell Co. High/Caldwell Co. Schools*

## **LIVING HISTORY**

One of the most effective teaching methods I use is when I become a "living history" character. At this time I have developed several different characters. The students really enjoy Eleanor Billington, one of the four surviving Pilgrim women in 1621.

The costumes can be put together from garments you already have or patterns can be obtained from fabric stores.

The monologue can be as simple as a lecture from the textbook or it can be from sophisticated research.

Whatever the method, the students are motivated and retain what you have said because the method of delivery is so unique.

***Brenda Hartman***  
***District Teacher of the Year***  
*Social Studies*  
*Conner Middle*  
*Boone County Schools*

## THE STORYTELLER

I have discovered that deep inside all of us there is a storyteller just waiting to come out. I perceive my role as a history teacher as just that, a storyteller. After all, what greater story is there to tell than that of the great deeds and accomplishments of the men and women throughout history.

My primary objective in the classroom is to bring history to life for my students so that they can visualize and experience the events of the past. Unfortunately, far too often history is nothing more than the mere recitation of endless names, dates, and facts. Living History changes all of that. Whether I am fighting the Civil War, going over the top as a World War I doughboy, or driving through France and Germany as a World War II G.I., my students have the opportunity to see, hear, speak, and touch a person from the past.

As a Civil War veteran, I portray William B. Moore of Company F 4th Kentucky Volunteer Infantry, C.S.A. part of the famous Orphan Brigade. In this role, I recreate the life of a typical Confederate soldier, complete with uniform, musket, and accoutrement. If time and weather permit, I set up an actual camp with period "dog" tent and fire. The lesson includes a blackpowder demonstration, basic drill, and a Civil War meal of hardtack and water.

My impressions for World War I and II are special because they involve individuals in my personal history. As a doughboy, I portray my maternal grandfather, Marion Stokes of the 113th Ammunition Train. His unit history and map of France serve as the background for my interpretation. The typical G.I. of World War II comes to life through my Command Sergeant Major, Elvin Hulshizer, a man that had a deep impact on my own military experience in the early 1970s. The personal connection adds to the presentations. I put a "little" extra into the lesson.

Granted, Living History may not be for everyone. You may or may not have an interest in military history but the list of possible characters is limited only by the bounds of your imagination. Martin Luther, Clara Barton, or a typical hippie from the 60s come quickly to mind.

If living history might be for you, but you don't know where to begin, here are a few addresses to help you get started:

Jarnagin Company  
Route #3 Box 217  
Corinth, MS 38834  
(Send \$2.00 for illustrated catalog.)

New Columbia  
P. O. Box 524-A  
Charleston, IL 61920  
(Send \$3.75 for illustrated catalog.)

*High School*

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Dixie Gun Works, Inc.  
Gunpowder Lane Dept 55  
Union City, TN 38261

The Bonnet Brigade  
P. O. Box 28 ACW  
Freemont, CA 94537  
(Send \$3.00 for illustrated catalog.)

Crescent City Sutler  
Albert L. Schlachter  
17810 Hwy. 57 North  
Evansville, IN 47711

World War II Ltd.  
Box 2063-M  
St. Louis, MO 63158  
(Send \$5.00 for illustrated catalog.)

**Tim Moore**  
**1990-91 Kentucky Teacher of the Year**  
*History*  
*Simon Kenton High*  
*Kenton County Schools*

## **CARING FOR STUDENTS**

As part of my quest to teach language arts more effectively came the realization that no one method works with all children. What does work is the enthusiasm of the teacher and the concern and caring that is transmitted to the student. While each teacher goes about changing attitudes and involving children differently, excellent teachers have special ways in which they transmit that caring to their students.

I have worked with other teachers to develop an enrichment program that lets students use those language skills while providing for remediation for those who need it. To showcase those skills, I have developed, with the cooperation of other teachers within my building, a writing fair that gives each student a chance to succeed and to be a published author.

Another way I have shown that I care is by applying for grants for money for equipment and supplies that our own poor school district could not afford, so that our students could have the computers to use in writing their own stories. By introducing the use of computers in connection with writing and language arts, our students have been able to participate in telecommunications on both a local, state, and national level.

Now when I say to my students, "You have an audience for your writing other than your teacher," they know it is true. They see their writing posted throughout the building, in school newspapers, in the local newspapers, in the writing fair, and also being printed from the computer with responses to their writing coming from both teachers and students across the nation.

Any lasting success that I have gained has been a result of the cooperation between teachers for all of our students. No teacher is an island whose light outshines others but is a member of a profession who together makes things happen.

**Cassandra Jones**

***District Teacher of the Year***

*English*

*Whitley County Middle*

*Whitley County Schools*

## FRIENDLY COMPETITION

To motivate students to perform closer to their capacity on quizzes and tests, try this idea. Use a laminated, erasable scoreboard or any erasable type of board for the students to write their names, subject, and score after every quiz or test. You may want to set a minimum score which has to be obtained before being given the privilege of writing name, subject and score on the board. In order to make this more exciting, have only half as many open name slots available on the board as you do students. For example, if you have 20 students, have 10 or fewer slots available on the board. Therefore, each student is constantly striving to "knock someone off" the board in order to put his or her name in that spot. If the student's name is already on the board, then that student will continue to increase his or her score until the end of each grading period or until he or she is "knocked off." At the end of each grading period the student having the most hundreds or the highest score wins a special treat. I treated mine to a movie and pizza. The students enjoy the friendly competition, while at the same time, they work on making better grades.

**Example:**

SCORE BOARD

Name	Subject	Score
Jill	Reading	205
Katy	Spelling	105
Joe	Math	210
David	Reading	200

**Kathryn King**  
**District Teacher of the Year**  
*LBD Resource Teacher*  
*Cumberland County Middle*  
*Cumberland County Schools*