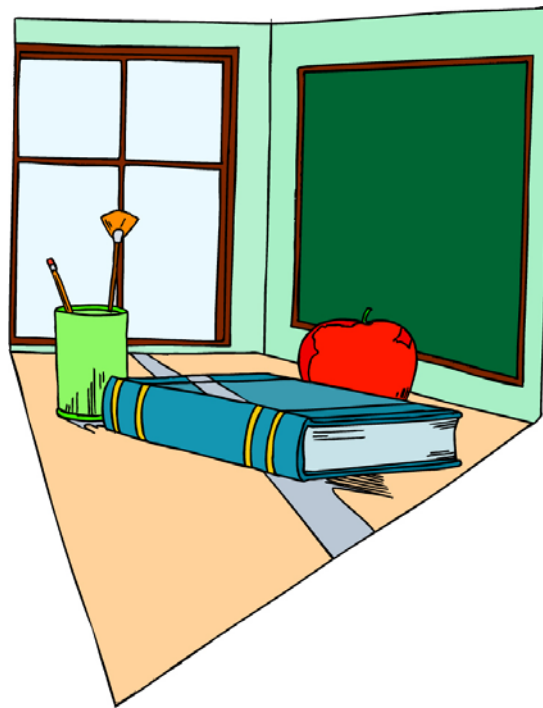




Administrative Helps And Monthly Highlights



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Brooklyn, New York



Purpose

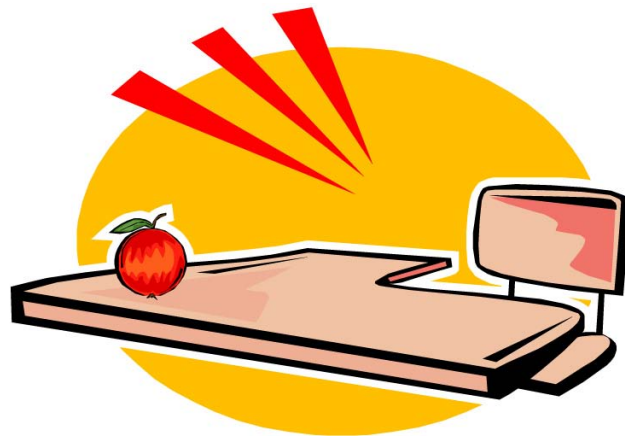
Purpose

Administrative Helps

An administrator's job is very complex. It includes financial operations, public relations, school policy, discipline, building maintenance, fundraising, school safety, coordination of the instructional program and more. In this unit you will find strategies that can help to foster a magnificent learning environment in the grades K - 12 classrooms, inspirational thoughts, lessons, activities, forms, and helpful reproducible. These resources are intended to make your job easier.

Monthly Highlights

Activities for special days are designed to capture the student's attention and create an atmosphere of meaningful learning opportunities. The students will benefit from researching specific holidays, events and historical figures. The activities presented will initiate a variety of skills, reinforce previous learning, enrich the curriculum, motivate and energize students.





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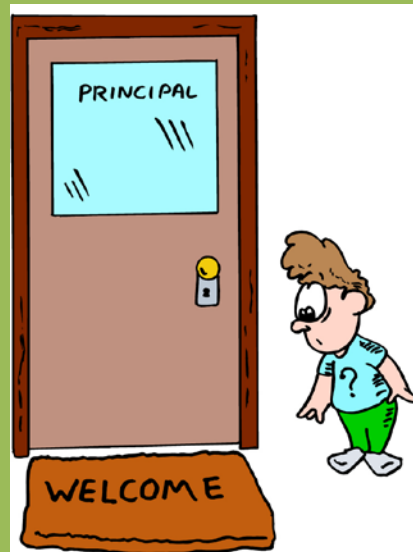


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PART A

Administrative Helps





On The Night Before School Starts

School starts tomorrow, Lord, and I'm nervous.

Ease my anxiety. Give me confidence,

And let my confidence give the children security.

Let my external control

Be a means of promoting their inner control,

So that classroom order becomes a shared responsibility.

Let me have the kind of self-control that teaches by example.

And let my discipline be patterned after yours, rooted in a love

That will settle for nothing less than their best.

School starts tomorrow, Lord; make me ready.

You have given me a job to do and the ability to do it well.

You have given me your promise that you will never leave me.

And you have guided me in all my preparation.

So now let me face tomorrow eagerly and unafraid,

For ultimately my confidence rests in this:

"I can do everything through Him

Who gives me strength." (Phil. 4:13, NIV)

Adapted from Campbell Murphy, Elspeth. *CHALKDUST Prayer Meditations for Teachers*. Grand Rapids: Baker Book House Company, 1979.



Teacher or Evangelist?

You are the light of the world. A city on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. Matthew 5:14, 15, NIV

TWENTY YEARS AGO I began to work as a science teacher for the fifth through eighth grades in a public school. I had recently graduated and had no experience in leading a class. On the first day I felt completely insecure about what to do to capture the attention of those teens.

As I thought about those adolescents, I felt a great responsibility toward them. I remembered that Jesus never missed an opportunity to speak of his kingdom. I prayed silently, asking for wisdom to transmit Jesus' love to the students.

One day the opportunity came to ask a question: "What is the difference between a house and a home?" the class quieted. No one answered. I explained, "A house is restricted to just the constructed area, while a home, regardless of how it is built, is formed where there is love, communication, and mutual respect."

Speechless, they said that they had never heard of such a thing and would like the opportunity to learn more. I offered them a Bible course, and they all decided to participate. When the first course ended, I offered another, and once again all the students were involved.

As the course progressed, great changes took place in their lives. Parents thanked me. They were grateful for my concern with the spiritual lives of their children. Other employees in the school requested the studies.

At the end of that year we held a ceremony to distribute completion certificates for all the students, their families, and the employees in the school. The minister I invited presented a sermon about Joseph in Egypt. A total of 826 certificates for the two Bible courses were presented. The school principal, commenting on the event, stated that she had made a mistake at the time she hired me. She thought she had hired a teacher, but in reality she had hired an evangelist. The following five years in that school God granted me the privilege of teaching more than 3,000 students, who also finished some type of Bible study. The results of this work will only be known in eternity. May God be praised.

Maria Chèvre

Adapted from Stenbakken, Ardis Dick, *Grace Notes*. Hagerstown: Review and Herald, 2008.

To order call 1-800-765-6955 or visit www.adventistbookcenter.com





Organizational Tips for Your Classroom

"Let all things be done decently and in order." - 1Corinthians 14:40

1. Begin your morning with worship, praise and prayer.
2. Pray for one student each day. Let the student know you are praying for him or her.
3. Begin to prepare for the next day by:
 - a. Leaving the classroom neat and tidy.
 - b. Leaving assignments on the chalkboard.
 - c. Leaving your photocopies and handouts in order.
4. Teach your students to:
 - a. Keep their areas clean.
 - b. Manage their time properly.
 - c. Respect school and community property.
5. Have students sign a behavior contract on the first day of school.
6. Have a specific place for your students':
 - a. Backpacks
 - b. Lunches
 - c. Coats
7. Post your daily schedule in a visible place.
Make available copies of student list.
Keep a hard copy of your student directory at home and school.
8. Try to correct assignments and tests immediately.
Enter grades promptly in your grade book or your electronic grading software. Plan ahead and submit weekly lesson plans on schedule.



Establishing Good Homework Habit



Dear Parents:

The development of excellent homework habit begins in childhood and shapes how your child will work throughout life. You have the unique opportunity to positively influence your child's future. It is important that your child establish good homework habits that can take with him or her well into adult life.

Here are seven things you can do to set a healthy homework atmosphere:

1. Find an appropriate place to do schoolwork. Select a well-lit, comfortable, quiet spot in your home, and make that a designated homework area.
2. The area should have no distractions. A place without television, radio or stereo is best.
3. Select a spot that is well-lit or create an area with good lighting. Poor lighting creates eye fatigue.
4. Keep necessary supplies close at hand. (Pencils, pens, crayons, paste, glue, hole punch, a stapler with staples, a sharpener and more.)
5. Establish routine study hours and have your child study within the time frame.
6. Encourage your child to do his or her best and to get it done on time.
7. Do not do the homework for your child. If there is something he or she doesn't understand, guide him or her through the directions.
8. Praise your child's efforts not only when he or she brings home a good grade but for small efforts as well.

Sincerely,

Teacher

Date



Homework Excuse Statement

Fill out this sheet if your homework is not ready to be turned in when it's due. Your parents will be notified of the missing work by phone or email. A copy of the statement will be kept by the teacher, and the original will be sent home along with the late work attached.

Date: _____ Subject: _____

Assignment: _____

- I was absent from school on _____
- I was sick and could not do my homework.
- I left my work at home.
- I did not know how to do my work.
- I lost my homework.
- I did not bring my homework home.
- I turned my homework in and my teacher lost it.
- I did not feel like doing the homework.
- My parents kept me busy and I did not have time to do my work.
- Other reasons:



Student signature _____



Attention Deficit



Almost every classroom has at least one student with an attention deficit. The student is easily distracted, struggles to understand directions, and has difficulty focusing for long periods. A child with an attention deficit may pose significant management problems for the classroom teacher, and if not managed successfully, can disrupt your classroom. Students with attention deficits are capable of learning and are often bright; focusing difficulties and low frustration tolerance can impede their academic performance.

What can the teacher do?

1. Devise ways to grab the attention of all your students. For example:

- Flip the lights off and on a couple of times.
- Play a few notes on a piano or toy horn.
- Ring a bell, then say, "1-2-3, all eyes on me."
- Let the students know that when you want their attention, you are going to clap out a beat and they are to imitate your beat and then look at you when they are finished.

2. Try to understand the reason for the student's attention problem.

- Children can have difficulty paying attention without having an attention deficit disorder. They may have trouble focusing in school when they are anxious, upset, not feeling well, or simply bored. Attention difficulties can also result from hearing or vision problems. Identifying the source of a student's problem can guide you in how to help him in the classroom.

3. Develop a signaling system to help keep the student on task.



- This could be as simple as walking by the child's desk, making eye contact with him/her or pausing while you are speaking.

4. Catch the student being good.

- The most basic application of behavior modification principles is to praise a student when he is displaying appropriate behavior. Another way of helping the student learn that attention to task may lead to attention from you is for you to praise other students who are highly attentive.

5. Minimize distractions to the student.

- Give thought to where the student is seated. Find a spot where you can monitor him closely and help him stay focused but where there are few distractions. If possible avoid seating the student near to the pencil sharpener or with views that are likely to divert his or her attention.

6. Make sure you have the student's attention when giving directions.

- Use the student's name and make certain he or she has eye contact with you when you are giving instructions. Keep the directions clear, short, and specific, and do not put them in questions form (for example, "When don't you ...?"). If you give a long string of instructions, the student is likely to remember only part of what you say. Modulate the tone and volume of your voice to highlight important information.

7. Place the student in a study carrel.

- Use a cardboard divider or a partition to minimize distractions while the child is working independently. Place the child there for a short period or not at all if the child feels singled out.

8. Shorten the student's work periods.

- Students with attention problems have difficulty working for long stretches. Instead of having the child work for 40 minutes straight, have the child work for 20 minutes, give him or her a break, and then allow him or her to work 20 minutes more.

9. Break a task into smaller, more doable parts.

- Students with attention problems may be overwhelmed by large tasks. They may give up quickly or not even attempt it. Breaking the task into more



manageable parts may give the student more confidence that he or she may complete it successfully.

10. Limit the information on your handouts

- Students' attention can be diverted not only by the clutter in their desks but by the clutter on their paper. When giving a test of more than one page, consider giving the student one page at a time.

11. Vary your presentation of information.

- Make information stand out by underlining key words or write them in all capitals or in a different color. For students who make careless math errors, try circling the math signs or highlighting them in color.

12. Present tasks that tap the student's interests and areas of competence.

- Students with attention deficit problems will be more engaged in schoolwork if the academic activities reflect their interests and tap their areas of strength.

13. Help the student with transitions.

- Students with attention problems often have difficulty adjusting to change. The teacher can lessen this problem by letting the student know in advance of any upcoming changes.

14. If the student is on medication, monitor his behavior.

- Parents should inform the school when their child is starting medication and ask that the teacher monitor his or her behavior carefully during the first few weeks and report his/her observations to the parents.

Adapted from Shore, Kenneth, Elementary Teacher's DISCIPLINE Problem Solver.
San Francisco: Jossey-Bass / A Wiley Imprint, 2003.



Behavioral Intervention Strategies



Redirection/Calming

- Be alert to triggers that lead to misbehavior.
- Use a soft, soothing voice when redirecting/directing a student to focus.
- Call student by name and discreetly redirect.
- Intervene quickly at the first sign of a student losing control.
- Use verbal or nonverbal cues to refocus a student.
- Assign a task for redirect(e.g., passing out paper, running an errand, taking a note to a neighboring teacher)
- Play soft, classical background music.
- Use relaxation exercises (e.g., use guided imagery, take deep breaths, perform cross-lateral exercises, count slowly, and use laughter.)
- Model and practice *Give Me Ten* (e.g., count forward or backwards to 10)
- Allow time for students to refocus and gain self control.
- Lead students to recognize when a problem situation might occur and what action to take.
- Provide a cool-down area in the classroom that a student can access when needed.
- Allow students to take a walk with supervision.

Adapted from Lujan, Michael L. Behavior Guide, Mentoring Minds, L. P. 2007



Behavioral Intervention Strategies



Triggers

Recognize factors that contribute to misbehavior to effectively intervene and provide support.

- ✿ Lack of structure and/or organization.
- ✿ An overly noisy environment.
- ✿ No preparation for a change of routine.
- ✿ Lessons that are viewed as boring and/or frustrating.
- ✿ Being stationary for an extended period of time.
- ✿ Performance expectation beyond the ability of the student.
- ✿ Little or no assistance offered on difficult tasks.
- ✿ Directions that are confusing.
- ✿ Multiple oral directions given at once.
- ✿ Hurrying to complete tasks.
- ✿ Difficulty reading, writing, or speaking.
- ✿ Teasing and/or embarrassment by peers.
- ✿ Lack of sleep, hunger, health problems or family instability.
- ✿ Substance use or abuse.

Adapted from Lujan, Michael L. Behavior Guide, Mentoring Minds, L. P. 2007



Report Card Comments



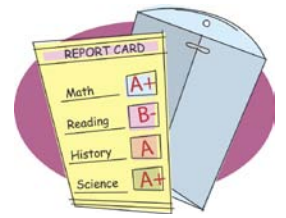
Behavior, General Conduct, and Social Skills

1. ___'s in-class behavior is excellent.
2. ___ has a positive attitude toward school.
3. ___ is respectful and considerate.
4. ___ makes a sincere effort and works hard in class.
5. ___ displays an enthusiasm for learning.
6. ___ is a leader and a positive role model for others students.
7. ___ demonstrates positive character traits.
8. ___ does well when he/she focuses on the task at-hand.
9. ___ has difficulty completing class assignments in a timely manner.
10. ___ requests a great deal of adult assistance when completing school work.
11. ___ needs to work on sitting still and focusing on class lessons.
12. ___ needs to work on organizing school supplies.
13. ___ needs to treat others with respect.
14. ___ needs to use appropriate language in class.



Report Card Comments continue.

15. ___ often forgets his/her books and assignments.
16. ___ frequently comes to class unprepared.
17. ___ needs to complete homework assignment on time.
18. ___ needs to work on following written and oral directions.
19. ___ has difficulty concentrating.
20. ___ does well when he/she slows down and checks his/her work carefully.
21. When motivated, _____ does well on class assignments.
22. ___'s listening skills need improvement.
23. ___ needs to keep his/her hands to himself/herself.
24. ___ needs to follow school rules in lunch and special areas.
25. I would like to see ___ socialize with other students
26. ___ needs frequent reminders to stay focused throughout the school day.
27. ___ has missed ___ school days this year. Frequent absences are affecting ___'s school work.
28. ___ does not attempt to make up missing or late work.
29. I would like to see ___ become a more active participant in class discussions.
30. ___ needs to follow teacher directions without complaining.



Adapted from www.superteacherworksheets.com



Time Tables

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



Time Tables

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



Fundraising Help

Get Organized

1. Have a written project plan.

Have a written project plan that spells out all roles and responsibilities. Put motivated individuals into those roles and equip them with everything they need to do a great job.

2. Use your website.

If you don't have one, get one. Use it to communicate goals, thank your sponsors, highlight periodic offerings, recognize successes, honor individual contributors, etc. Promote your website on all your materials.

3. Review previous records.

See what has been successful before. Look for ways to improve upon the past.

4. Set a specific timeline.

Make sure that your start date and end date are both firm. The best selling period is 17 days, including 3 weekends. Avoid scheduling conflicts.

5. Actively recruit volunteers.

Get volunteers by going after them. Don't wait for them to come to you. Use a calling tree to root out prospects. Ask for dads, older siblings, and grandparents to get involved. Advertise for specific help via newsletters and word of mouth.

6. Identify needs and define roles.

Do it ahead of time and match your group's needs to each volunteer's skills and availability by describing each position fully and clearly.

7. Use different people.



Double up, particularly for key positions. Fill organizational roles well ahead of time with different people than on the last fundraiser, unless there is a good reason not to switch.

8. Start early to broaden participation.

Put the word out early and often about what volunteers you need. Get plenty of them so that no one feels overworked. At every meeting, offer a volunteer signup sheet for future events.

9. Have a master sergeant.

Use a strong communicator to help group and assign volunteers.

10. Set small group goals.

Break overall goal down to what's needed from each sub-group. Set up each group with their own goal and translate that into what's in it for them. Reward each sub-group based on their own success.

Adapted from <http://www.fundraiserhelp.com>





Fundraising Promotion



Publicity is what increases community awareness of your fundraiser. Below are ten publicity tips that will boost your fundraiser.

Tip # 1- Get a press release

The best way to get publicity is to get a press release. The most important part of your press release is describing the most newsworthy aspect of your fundraiser. Focus on what is unique and different about what you're doing. News media want story hooks that will attract an audience; so write the summary paragraph of your press release first and make it as exciting and interesting as possible. Then fill in the rest of the 'who, what, when, where, why and how' information of your press release. A great picture is worth a thousand words, so include photographs if at all possible.

Tip # 2- Use your website

If you don't have one, get one. Use it to communicate your goals, thank your sponsors, highlight periodic offerings, recognize successes, honor individual contributors, give event updates, etc.

Tip # 3- Actively seek more publicity

Get the word out about your fundraiser in as many ways as possible. Get into as many neighborhood newsletters, community forums, talk shows and other public forms of communication as you can.



Fundraising promotion continues...

Tip # 4- Utilize any gathering

Make announcements at any other events to spread the word, display products, take orders, make sales, and recruit volunteers. Take a joint venture approach to marketing your group or event by giving something of value back to all those who helped out.

Tip # -5 Goal awareness

Heavily promote the goal of your fundraiser in all communications, particularly with potential attendees, auction bidders, and sponsors. A good cause gets the check book out!

Make sure that all participants know the specific reason why the money is being raised and specifically how it will be used.

Tip # -6 Communication

Use all available means of increasing awareness of your group's efforts including roadside signs, email lists, phone calling trees, newsletter, flyers, posters, bulletin boards, recorded hotline messages, etc.

Tip # -7 Sponsorship decals

Offer these free to supporting merchants and include them with supporter memberships. Use the glass stick-on type for storefronts or vehicle windows.

This "branding" gets the word out to the community that your organization has a strong support base.





Fundraising promotion continues...

Tip # - 8 Bumper Stickers

Sell your organization year round with every fundraiser by offering one that says "Proud Supporter of _____." Give one to every volunteer and group member.

Tip #-9 Flyers

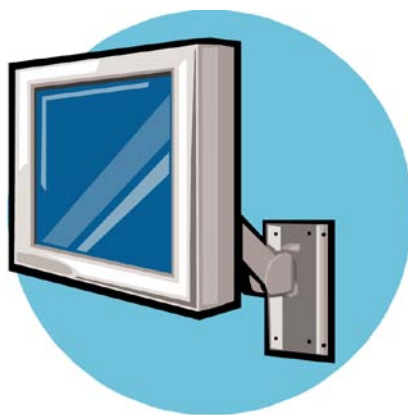
Hit local mailboxes (follow postal regulations) and car windshields in shopping centers. Give fundraiser information in your flyer in a way that promotes sales and gives contact information. Incorporate a coupon or free gift offer into the flyer that will keep it from being thrown away. Your merchant base will help provide the offers because this is free advertising for them.

Tip # -10 Build and use an e-mail list

Ask for email addresses for future newsletter distribution when you're fundraising. Have opt-in links on your website. Easily stay in touch with a monthly email update.

Put your fundraising publicity plan in place today. You'll reap the benefits in continued growth and additional fundraising success for years to come.

Adapted from <http://www.fundraiserhelp.com>





Teacher Evaluation

An evaluation of each instructor is to be done on a regular basis, both announced and unannounced, but no less than once a year. It is important that the administrator become acquainted with the teacher's instructional style and abilities. It may result in suggestions for improvement, as well as commendations for specific strengths. It is also an opportunity for the instructor to provide feedback on the evaluation and to develop dialog between the administrator and instructor.

Teacher Evaluation

School: _____

Address: _____

Teacher: _____ Class _____

Date of Visit: _____ Length of Visit _____

Mark each item according to the following scale:

E=Excellent I=Improvement Desired N=Not Observed U=Unsatisfactory

A. Teaching Techniques

1. Utilizes notebook and/or other guides effectively. _____
2. Demonstrates sufficient mastery of content. _____
3. Makes effective use of a variety of available materials. _____
4. Makes clear, practical demonstrations. _____
5. Provides for student participation. _____
6. Uses logical, purposeful and thought-provoking questions. _____
7. Provides interesting and adequate reinforcement. _____
8. Varies procedures in working with pupils of varying abilities. _____
9. Provides motivation. _____





Teacher Evaluation Continues...

B. Effective Planning

1. Displays evidence of teacher preparation. _____
2. Integrates faith and learning. _____
3. Directions to students are clearly thought out and well stated. _____
4. Materials for class are organized and available. _____
5. Provides enrichment and/or remediation where needed. _____
6. Is aware of adequate pacing. _____
7. Carefully plans student assignments. _____



C. Student/Teacher Relationships

1. Maintains student interest and attention. _____
2. Works constructively with individual or group. _____
3. Manages routine so as to avoid confusion.
4. Exhibits poise, voice control, and tact. _____
5. Graciously accepts less than "right" response with slow students. _____
6. Uses positive statements to students. _____
7. Makes supportive statements to students. _____
8. Maintains a friendly and respectful teacher-student relationship. _____

D. Classroom Environment

1. Environment is generally neat and attractive. _____
2. Teacher is aware of proper heat, light, and ventilation. _____



Teacher Evaluation Continues...

E. Commendable Features

F. Suggestions for Improvement

G. Teacher's Comments

Administrator: _____ Date: _____

Teacher: _____ Date: _____





Sample Newsletter

(Insert Title Here)

Newsletter Date
Volume 1, Issue 1

Principal's Name Here
Vice-principal's Name Here



Principal's News

Contents

Principal's News	1
Upcoming Events	1
Kindergarten News	2
First Grade News	3
Second Grade News	3
Third Grade News	4
Fourth Grade News	4
Fifth Grade News	5
Sixth Grade News	5
Seventh Grade News	6
Eight Grade News	6

The purpose of a newsletter is to provide specialized information to a targeted audience. A school newsletter can be a great way to develop a strong relationship with parents.

First choose a short title for your newsletter - something like "School News," or "Back to School." As you choose the title, also take time to think about the newsletter's theme. What important messages do you want to send parents and families?

Next, establish how much time and money you can spend on your newsletter. These factors will help determine how frequently you publish the newsletter and its length.

Use the body of your newsletter to keep parents apprised of major assignments and class events, as well as of any school district news. Share news for specific grade levels, and tell parents about upcoming events, and school policies.

Insert graphic on pages. Include captions for pictures.



"To catch the reader's attention, place an interesting sentence or quote from the story."

Upcoming Events

- Event One
- Event Two
- Event Three
-
-

On the last page include
School Name
Street Address
City, ST Zip Code
Phone: (333) 333-0123
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What is a WebQuest?



A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web. The model was developed by Bernie Dodge at San Diego State University in February, 1995. Webquests are, by nature, a fun and exciting new element being added to classroom presentations all over the world. . The one new teaching tool that is taking the educational community by storm is the use of WebQuests. Teachers are discovering that this tool not only reduces the amount of preparation time but also makes teaching a much more fun and interesting vocation.

WebQuests keep students focused and transfer the responsibility for learning squarely to the shoulders of the students. They control the pursuit of knowledge while teachers are the facilitators, guiding students through the learning process in an environment that supports creativity, individual strengths, and the development of critical thinking skills.

As you embark upon your journey into using WebQuests as a teaching tool, be sure to avoid trying to reinvent the wheel. The web is brimming with WebQuests that have already been created, tested and found to be very valuable assets. You may use them at your discretion, but remember to give credit where credit is due.



Creating a WebQuest

Adopted from: http://www.eats.ecsd.net/curricular/webquest/create_webquest/#_top



Introduction	Task	Process	Resource	Evaluation
------------------------------	----------------------	-------------------------	--------------------------	----------------------------

Introduction

Have you ever wonder how you can take time to teach computer skills while not missing valuable core time? Here is your chance to create a step-by-step project for your students to complete.

Task

Using the helpful steps below you will be able to create a Web Quest. These are guided projects for students to explore computer skills through core subjects. We will use web sites such as the Telus 2 learn site to find places on the internet that are already screened by your fellow teacher as helpful. The students will be required to read and complete the tasks on their own. The process you are now reading is a Web Quest. In the resources section there are two sites. One is the *2learn site*, and the other is the *San Diego State University* collection of great web quests that already exist (some are directly related to the Alberta curriculum).

Process

1. Open up Microsoft Word / or FrontPage.
2. You can use a theme for a background which will format your bullets as well: (**Format-theme**) or create your own by going into **Format-**



Backgrounds. Check out the *Fill Effect*, it gives you many different options.

4. Create a Title using **styles** (beside font types), and play around with the different fonts. Heading 1 is usually used for the title.
5. Don't forget to include who it was created by and the date it was created.
6. Form a table to include each of the elements of the web quests.
 - Go to *table*
 - Insert *table*
 - Use one row and 6 columns
 - Click *ok*
7. In each of the boxes, type the elements of the web quest. You can use pictures for the younger students.
8. Include some pictures to make your web quest more appealing. You can use clipart or copy and paste them from the sites you found. Make sure you are referencing them in the *Resources*. By doing this, you avoid having to worry about copyright.
9. As you begin your WebQuest, you will be typing in each element (Introduction, Process, etc.). Use the **styles** (Heading 2) for each element. This will make book marking easier.





- **Introduction** - Make it short and to the point. Be creative to catch students' attention.
- **Task** - What is their task? Will they be a historians, architects, etc? What form will their end product take? PowerPoint, Microsoft Word, a brochure using Word or Publisher (if you have the program)?
- **Process** - Define the tasks and be specific. Don't forget to include [links](#) to resources they might need (dictionaries, student worksheets, resources...), roles they are responsible for, etc. Will they work in teams? What will each be responsible for?
- **Resources** - You can name some of these throughout your web quest as well as list some under the Resources heading. Remember to use classroom resources, magazines, and newspapers if applicable.
- **Evaluation** - Create a link to a rubric to show how they will be graded. (http://teachers.teach-nology.com/web_tools/rubrics/) This is a site that gives examples that you can create or modify.

Conclusion - Extend their learning, and ask them to summarize what they have learned through questions. By researching the information, what conclusions have they come up with? If you are doing a project on energy- how can they conserve, or has doing the Web quest opened their eyes to anything new or changed their views? Ask them what their opinion is now, based on information they have collected.

Remember: You can create links to websites using the pictures.





Creating Links within the Document

1. Creating a link to Different Headings

- Create a link from the elements in the table to the elements within your document. Right click on the Introduction within the table at the top of your document.
 - Choose hyperlink- within a document.
 - Click on the heading **Introduction**.
 - Click **Ok**.
- Do this for each element in your table.

2. Creating hyperlinks using pictures

- Right click on the picture
- Choose **hyperlink**
- You can also go to the standard toolbar and find the icon with the picture of a globe with a link or go to **Insert-hyperlink** using the pull-down menu toolbar.
- On the right of the hyperlink menu box you need to click on **Existing File or Webpage**.
- Insert the address of the website you want to link to at the bottom where it says **address**. You will have to copy and paste the address, or if you have a file with all your links in it, you can open up the folder from the list and click on it there.
- Click **OK**.





Modifying a WebQuest

1. You have found a Web quest or two that you like and want to use it or modify it.
2. Open up the Web quest you would like, go to **File- Edit** with **Microsoft Word/FrontPage**.
3. If you have FrontPage on your computer, you can edit it with that program, or change your editor to edit the web quest in Word.
 - Open up **internet explorer**
 - Go to **Tools-internet options**
 - Click on the tab that is titled **Programs** you will see **HTML editor-** click on the down arrow and choose **Microsoft Word**.
 - Click on **apply**, then **ok**.
4. You will need to save a copy of the Web quest in your folder to modify it as it will be a read-only document.
5. Once you have a copy, you can cut and paste within the web quest or copy and paste parts into a new web quest.
6. Don't forget to give credit to the person(s) whom you have taken the Web quest from. You can do this at the beginning of your Web quest- **Modified by** (and create the link back to the original Web quest in your **Resources**).

Resources

- Telus2learn.ca
- <http://webquest.sdsu.edu/>

Evaluation

- Did your students learn new material?
- Did your students learn new skills?
- Did you learn new skills?





What is Podcasting?



Podcasting is online audio content that is delivered via an RSS feed. Many people liken podcasting to radio on demand. However, in reality, podcasting gives far more options in terms of content and programming than radio does. In addition, with Podcasting, listeners can determine the time and the place, meaning they decide what programming they want to receive and when they want to listen to it.

Listeners can retain audio archives to listen to at their leisure. While blogs have turned many bloggers into journalists, podcasting has the potential to turn podcasters into radio personalities.

Podcasting can be used for:

1. *Self-Guided Walking Tours* - Informational content.
2. *Music* - Band promotional clips and interviews.
3. *Talk Shows* - Industry or organizational news, investor news, sportscasts, news coverage and commentaries.
4. *Training* - Instructional informational materials.
5. *Story* - Story telling for children or the visually-impaired.

Podcasting is the syndication of audio files using RSS. Podcasting works the same as a standard RSS feed reader or news aggregator. The only



difference is that the feed you subscribe to contains an audio file. Instead of reading content in your RSS feed reader or aggregator, you can listen to the contents of your feed using a reader or aggregator that supports podcasting, or you can listen to them on an iPod or similar device. While podcasting was named for the iPod, you do not have to have an iPod to listen to a podcast. Podcasts can be displayed on websites with clickable links to audio files, and many of the standard RSS readers, like FeedDemon's latest beta, have begun supporting audio enclosures.

The audio file that makes the feed a podcast rather than a standard RSS feed is contained in the 'enclosure' tag. The easiest way to think of this is as an e-mail attachment.

Although the "enclosure" tag is not new to RSS feeds and has been included in the RSS v2.0 specification for about four years, podcasting has only really been around since August of 2004.

Webmasters are finding creative ways to provide media-rich content. The syndication aspect and potential increase in audience size are an attractive lure. Listeners benefit from podcasting because, like RSS, podcasting is a means to publish content that ultimately gives the recipients the control over the information they want to see or hear.





Podcasting Resource

Podcasting Tools - <http://www.podcasting-tools.com>

In order to podcast you will need to learn a few skills in this order:

1. How to record your audio and save it to an .mp3 file.
2. How to create an RSS file which holds the "directions" for sending your file when a user's program like iPodder requests it
3. How to write the "directions" that are inside the RSS file
4. How to upload the RSS "feed" and your mp3 file
5. How to validate that the file is written correctly and will send the file correctly.

Many podcasters naturally are choosing a program called **Audacity** for many reasons:

1. It has an easy learning curve.
2. It has advanced features for those who want them.
3. It is free.



Download **Audacity** from here:

<http://audacity.sourceforge.net>

There are Windows, Mac OS 9 or X, and Linux/Unix versions available. You will also have to download the LAME MP3 encoder which allows Audacity to export MP3 files. You will see the download link for that on the same page as the Audacity download.

Recording your voice with Audacity is very simple, and the website provides easy tutorials and additional help here. I won't re-invent the wheel on this aspect of your podcasting. Download the program and review the clearly written help information.

Start a new recording using Audacity, check your levels and begin your program. Edit test audio or other glitches when you are finished.



When your audio is done and saved, you will need to remember to write down:

1. Where you saved it so that you can upload it later
2. What the exact file size is.



To ascertain that, just:

1. Right-click on the .mp3 file you created
2. Click "properties" and note the size. As an example, it will look like this:

Size: 4.61 MB (4,834,743 bytes)

What you want to write down is 4834743 without the commas.

An RSS feed is actually a text file with the extension **.rss**. You can name it anything you like as long as it ends with **rss**. As an example, we'll call the one we're going to create **MyPodcast.rss**.

Now, inside the **.rss** file are several directions created in what is called Extensible Markup Language or **XML**. It's similar to HyperText Markup Language or **HTML**.

If you've ever written any **HTML** or just seen the code of a webpage, then you might know web pages are created using what are called "tags" like:
 <Title> This is the Title of my page </Title> XML uses a similar tag system to describe exactly what is inside the RSS file.

The good news is, you can copy another RSS file as your template and then modify it as needed. Having said that, please understand that the following example *may or may not* work with whatever particular online services you are using. This is only provided as a tutorial in understanding the basic concepts of creating an RSS file. I **STRONGLY** suggest potential Podcasters make use of the easier and no-coding-necessary options available such as:

ClickCaster

BlogMatrix

Libsyn



Additionally, there are some free and fee-based RSS file generators you might find useful which do the hard work for you:

[Podcast RSS Feed Generator](#)

[List Garden RSS Feed Generator Program](#)

[Simple RSS File Generator](#)

The following websites provide tutorials for podcasting.

<http://www.how-to-podcast-tutorial.com/videos/03-audacity-tutorial-tools/audacity-tutorial-tools.html>

<http://www.how-to-podcast-tutorial.com/17-audacity-tutorial.htm>





Parent Sign In /Out Sheet

Parents: Please sign your child in and out under the current date.

Name	Time	Date:	Date:	Date:	Date:	Date:
	In					
	Out					
	In					
	Out					
	In					
	Out					
	In					
	Out					
	In					
	Out					
	In					
	Out					
	In					
	Out					
	In					
	Out					
	In					
	Out					



Spelling Test Answer Sheet

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____

- 18. _____
- 19. _____
- 20. _____
- 21. _____
- 22. _____
- 23. _____
- 24. _____
- 25. _____
- 26. _____
- 27. _____
- 28. _____
- 29. _____
- 30. _____
- 31. _____
- 32. _____
- 33. _____
- 34. _____



Part B

Monthly Highlights





SEPTEMBER



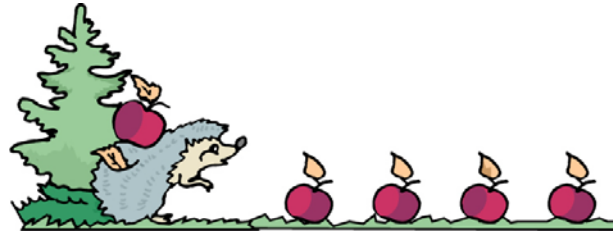


Responsibility Bulletin Board

Create a changeable bulletin board that helps teach responsibility by assigning classroom duties to students.

Materials and Supplies

- Apple border
- Red letters
- Bulletin board paper
- White copy paper
- Red and green paper
- Transparent tape
- Crayons
- Scissors, stapler, staples



Instructions

1. Talk with your class about special class duties: erasing chalkboard, passing papers, leading lines, cleaning up, passing the wastebasket, handing out books, and so on.
2. Cover bulletin board with black fadeless art paper. Place apple border around the board. Use red letters for title.
3. Use red and green paper to make pockets for bulletin board. (Fold paper nearly in half lengthwise, and glue ends together to make pockets.)
4. Use markers to write duties on pockets.
5. Cut enough white paper slips, 6" by 7", for each child's name so that when it's his or her turn for a class duty you can put a slip with the child's name on it in the pocket for that duty.
6. Change names each week.

Adopted from *More Bulletin Boards for Every Month*, www.teachervision.com



Getting-to-Know-You Scrapbook

Grades: K - 3

Objective: Students will make scrapbooks to share with classmates and their parents.

Materials

- Photos or pictures of each student
- Construction paper
- String or yarn



Procedures

1. Have your students write their answers to these questions:
 - a. What is your favorite food?
 - b. What is your favorite animal?
 - c. What did you do for summer vacation?
 - d. What do you want to be when you grow up?
2. Write the answers and paste photos to illustrate them on separate pieces of construction paper.
3. Bind them together with string or yarn.
4. Take digital pictures or have your students draw pictures of themselves for the covers of their scrapbooks.
5. Display scrapbooks in the classroom, and set aside time for the students to look through their classmates' creations.
6. Insert extra pages in the back of the scrapbook for peers to respond to what they see.



Getting to Know You Book Report

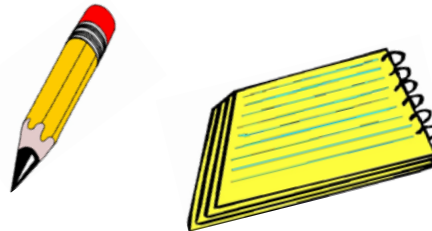
Grades 3 - 6

Objectives:

- Students will become familiarized with a book report format.
- Students will write book reports modeling the book report format.
- Students will share with partners information about an interesting summer event or incident.

Materials

- Book report format
- Story Map



Procedures

1. Each Student meets with a partner and shares an exciting summer event.
2. The partner records details, using an outline if necessary.
3. Students work in pairs to convert the shared summer events into a story format complete with a setting, characters, and a plot.
4. Students write, illustrate, or present their partner's summer event in the form of a book report as if it were based on a book they read.
5. Review with them the basic elements of a story:

Setting: the place where the action in the story occurs, including time period.

Characters: the person(s) in the story.

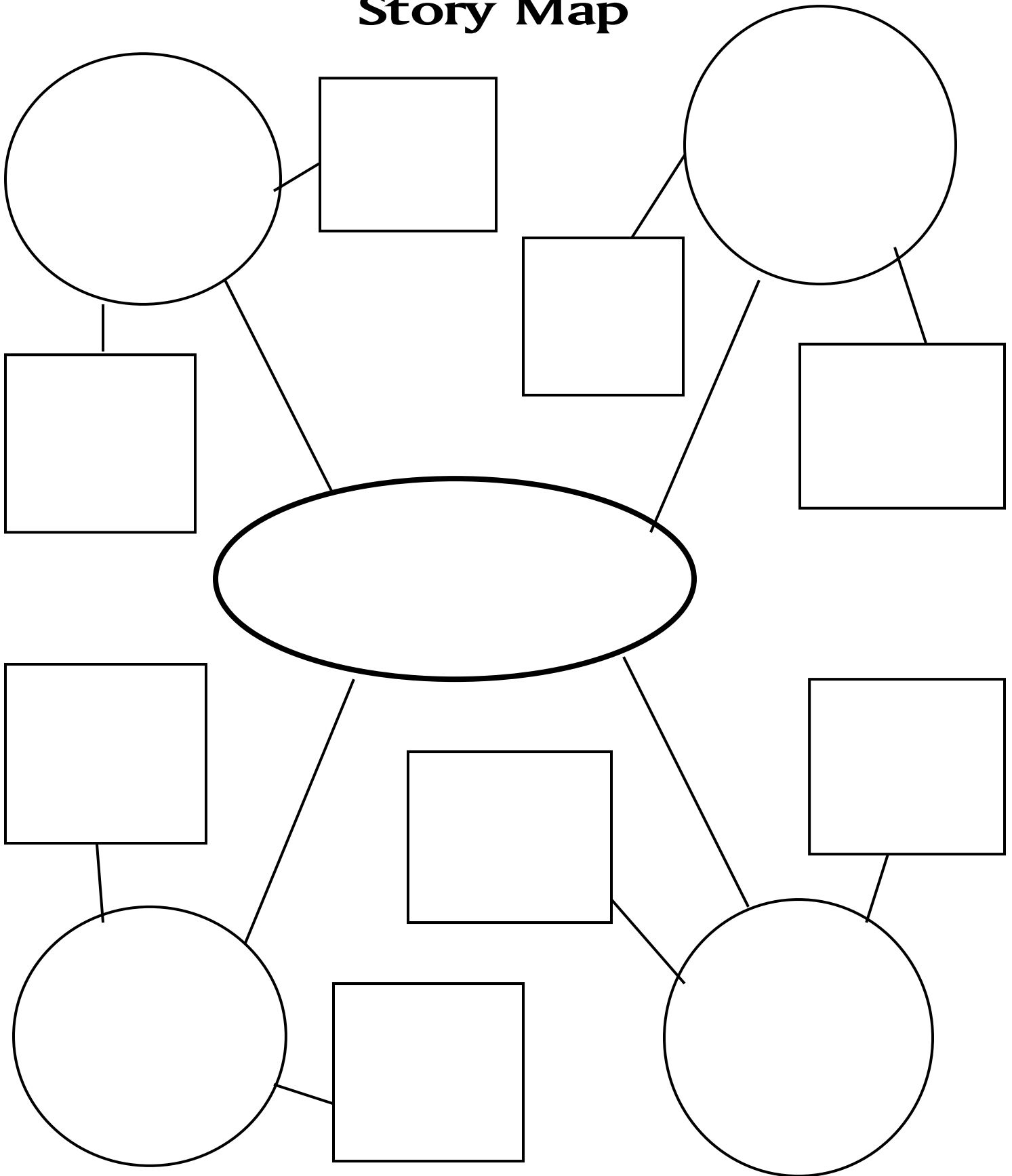
Climax: the moment at which the action in the story reaches its highest point of conflict or tension.

Resolution: the solving of the problem in the story.

Note: Distribute a story map to help students organize their reports.



Story Map





Writing a Book Report

Book reports can take on many different forms. Three types of effective book reports are **plot summaries, character analyses, and theme analyses**. Writing a book report helps you practice giving your opinion about different aspects of a book, such as the author's use of description or dialogue. No matter what type of book report you decide to write, however, there are a few basic elements you need to include in order to convey why the book you read was interesting. **Always** include the following elements in any book report:

- the type of book report you are writing
- the title of the book
- the author of the book
- the time when the story takes place
- the location where the story takes place
- the names and a *brief* description of each of the characters you will be discussing
- many quotations and examples from the book to support your opinions



A Plot Summary

When you are writing a plot summary for your book report, you don't want to simply retell the story. You need to explain what your opinion is of the story and *why* you feel the plot is so compelling, or unrealistic, or sappy. It is the way you analyze the plot that will make this a good report. Make sure that you use plenty of examples from the book to support your opinions.

A Character Analysis

If you choose to write a character analysis, you can explore the physical and personality traits of different characters and the way their actions affect the plot of the book.

- Explore the way a character dresses and what impression that leaves with the reader.
- What positive characteristics does the character possess?



Writing a book report continues ...

- Does the character have a "fatal flaw" that gets him/her into trouble frequently?
- Try taking examples of dialogue and analyzing the way a character speaks. Discuss the words he/she chooses and the way his/her words affect other characters.
- Finally, tie all of your observations together by explaining the way the characters make the plot move forward.

Theme Analysis

Exploring the themes (or big ideas that run throughout the story) in a book can be a great way to write a book report because picking a theme that you care about can make the report easier to write. Try bringing some of your thoughts and feelings as a reader into the report as a way to show the power of a theme. Before you discuss your own thoughts, however, be sure to establish what the theme is and how it appears in the story.

No matter what type of book report you decide to write, make sure that your writing is clear and expressive and that you include examples from the book to support your opinions. Book reports may seem disconnected from your other school work, but they help you learn to summarize, compare and contrast, make predictions and connections, and consider different perspectives - skills you'll need throughout your life.





Getting-to-Know-You Game

Name: _____

In each box write the name of a different classmate who fits the descriptor.

Is an only child	Born in September	Plays an instrument
Has a skateboard	Born in another country	Owens a pet
Takes the train or bus to school	Speaks two languages	Has a library card
Plays soccer	Plays video games	Is a Pathfinder
Wants to be a teacher	Loves pizza	Likes spinach



Labor Day

Grades: 3 - 6

Objective: To teach students about Labor Day



The First Monday in September

The three-day Labor Day weekend has come to mean both the beginning of fall and the end of summer. It is the last long weekend before the "traditional" school year begins in the United States. In many places it is very often the last weekend before the shorter, chillier days of fall arrive. Because it often occurs before school starts, the real meaning of the holiday is not usually taught in connection with its celebration. Students in the upper elementary grades learn about the labor movement when they study history or social studies, usually in association with the Industrial Revolution and people's reactions to the harsh working conditions that accompanied it. These conditions were especially bad in the textile mills and in places where clothing was manufactured. They particularly affected women and children. Today, however, Labor Day has become more a day of rest and recreation than a day associated with political action and protest.

Labor Day as a celebration of the worker is actually a result of the labor movement and the growth of labor unions. In many countries of the world, the people who began the labor movement formed a separate political party. This did not happen in the United States where labor unions worked through the established two-party system and pressed for their demands with strikes. In 1882, workers put on the first Labor Day parade as the Knights of Labor marched in New York City. Oregon was the first state to officially recognize Labor Day in 1887, and President Grover Cleveland signed a bill making it a legal holiday in 1894. Labor Day, as Canadians call it, became a national holiday in Canada that same year. Many other countries also celebrate a day to honor workers.

Activity

Review the history of the Labour Day holiday. Use the following activities to prompt review and research.

- Discuss strikes, their meaning, and their historical bond with unions. Invite parents and other members of the community to come in and explain their jobs to the class.
- Ask students to research the average salaries/wages for different types of work. Have them work in groups to organize and graph this information in a meaningful and interesting way for display in the classroom. You could also share it with other classes.



Labor Day Fill-in-the blanks

Grades: 3 - 5

Name: _____

Directions: Fill in the blanks with words from the list at the bottom of this sheet.

Labor Day is (1) _____ on the first (2) _____
 in (3) _____ Peter J. McGuire was the person who first (4)
 _____ the need for a holiday to (5)
 _____ all (6) _____ people. The first Labor
 Day (7) _____ took place in New York (8) _____ in 1882. In
 1887, Oregon became the first (9) _____ to make Labor Day a
 (10) _____ holiday. In 1894, (11) _____
 Grover Cleveland signed a bill making Labor Day a (12) _____ holiday.
 Since it is the last (13) _____ before the (14) _____
 Of the new school year, Labor Day has come to (15) _____ the end of
 (16) _____ and the beginning of (17) _____.

suggested

fall

Monday

symbolize

city

celebration



observed

state

President

start

summer

holiday

national

working

September

honor

legal




Labor Day Fill-in-the blanks

Answer Sheet

Labor Day is (1) celebrated on the first (2) Monday in (3) September. Peter J. McGuire was the person who first (4) suggested the need for a holiday to (5) honor all (6) working people. The first Labor Day (7) observed took place in New York (8) city in 1882. In 1887, Oregon became the first (9) state to make Labor Day a (10) legal holiday. In 1894, (11) President Grover Cleveland signed a bill making Labor Day a (12) national holiday.

Since it is the last (13) holiday before the (14) start of the new school year; Labor Day has come to (15) symbolize the end of (16) summer and the beginning of (17) Fall.

suggested	fall	Monday
Symbolize		city
celebration		observed
state	President	start
holiday		summer
working	September	national
	legal	honor



Patriots Day

September Eleventh

*We shall never forget that grave day
Nor the lives which were taken away*

*So closely we stood, so much to bear
September Eleventh stays so clear*

*Forever changed, our will must endure
Keeping freedom strong within our shore*

*The bridge of time holds so much to view
Some visions hold heartache, all too true*

*Those faced with great loss, so understand
The ultimate cost of our free land*

*God help each one as they meet each day
Your prayers could send your love their way*

*Remember the brave who march for all
Completely committed to meet each call*

*As each year passes before our eyes
Our way must sustain, no compromise*

*Emotions do make us what we are
September Eleventh – Stays Never Far*

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<http://www.apples4theteacher.com/holidays/911/poems-rhymes/september-11th.html>



Grandparents Day

Grades K - 3

Objective: To celebrate Grandparents Day

Laminate and cut out bookmarks.



WALKING WITH GRANDPA

I like to walk with Grandpa,
His steps are short like mine.
He doesn't say "Now Hurry
Up,"
He always takes his time.

I like to walk with Grandpa,
His eyes see things like mine
do -
Wee pebbles bright, a funny
cloud,
Half hidden drops of dew.

Most people have to hurry,
They don't stop and see.
I'm glad that God made
Grandpa,
Unrushed, and young like me.

~By: Thena Smith~



GRANDMA

I really feel quite special
That God has chosen you
To be a person in my life
Who knows me through and
through.

The time that we spend talking,
I've always felt you heard-
You've been so good at
listening
To each and every word.

And even things I didn't share,
You somehow heard them too.
I think this is a special gift
That God has given you.

So I just want to thank you
For being there for me,
And showing me acceptance
And love so totally.

~Author Unknown~



Autumn Collage

Grades K-2

Fall is the perfect season of the year for a nature walk! Take your class outdoors and give each child a paper lunch bag or plastic bag for collecting leaves, nuts, pine cones, flowers, etc. When they return to the classroom, have them make their own autumn collage. Materials needed and directions are listed below.



Materials:

Yarn; one-hole punch; leaves, nuts, pine cones, flowers, seeds and other fall items; foam trays or paper plates; glue.

Directions:

1. Arrange seeds, nuts, pine cones, flowers, leaves and other fall items on the meat tray or paper plate.
2. Glue the items to the tray or plate. Allow them to dry.
3. Punch a hole in the top right and top left hand corners.
4. Thread a piece of yarn through the holes and tie a bow with the loose ends. Hang the collage by the bow.

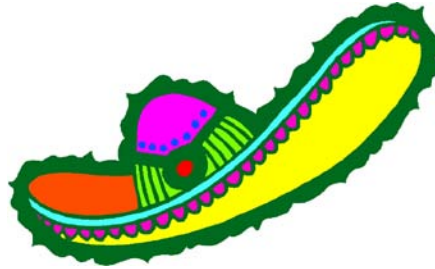
Note:

If the fall items listed above are unavailable, have the children cut out pictures from magazines or draw their own pictures of the items to glue onto the tray or plate.



Hispanic History Month

Activity Sheet



Famous Hispanic Americans Of The Past

PERSON/PEOPLE

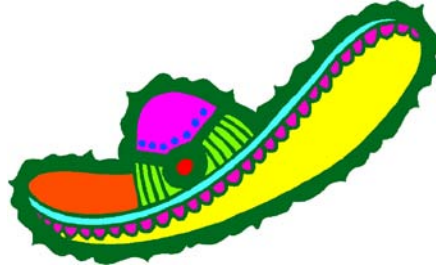
WHY FAMOUS?

- | | |
|-------------------------------|---|
| ___ 1. Conquistadors | a. Discovered the Mississippi River |
| ___ 2. Juan Ponce de León | b. World-famous musician, he played the cello |
| ___ 3. Hernando de Soto | c. Led fight for a better life for migrant farm workers |
| ___ 4. Father Junipero Serra | d. Band leader and actor, was on TV in <i>I Love Lucy</i> |
| ___ 5. David Glasgow Farragut | e. On Columbus's 2nd trip; was governor of Puerto Rico |
| ___ 6. Pablo Casals | f. Baseball player with Pittsburgh Pirates 1955-1972 |
| ___ 7. Dennis Chávez | g. First full-term Hispanic U.S. Senator (1935). |
| ___ 8. Desi Arnaz | h. Civil War naval hero, led battle to take New Orleans |
| ___ 9. César Chávez | i. Spanish soldiers, invaded and took lands from Indians |
| ___ 10. Roberto Clemente | j. Founder of the California missions |



Hispanic History Month

Activity Key



Famous Hispanic Americans Of The Past

PERSON/PEOPLE

WHY FAMOUS?

- | | |
|--|---|
| <u> i </u> 1. Conquistadors | a. Discovered the Mississippi River |
| <u> e </u> 2. Juan Ponce de León | b. World-famous musician, he played the cello |
| <u> a </u> 3. Hernando de Soto | c. Led fight for a better life for migrant farm workers |
| <u> j </u> 4. Father Junipero Serra | d. Band leader and actor, was on TV in <i>I Love Lucy</i> |
| <u> h </u> 5. David Glasgow Farragut | e. On Columbus's 2nd trip; was governor of Puerto Rico |
| <u> b </u> 6. Pablo Casals | f. Baseball player with Pittsburgh Pirates 1955-1972 |
| <u> g </u> 7. Dennis Chávez | g. First full-term Hispanic U.S. Senator (1935). |
| <u> d </u> 8. Desi Arnaz | h. Civil War naval hero, led battle to take New Orleans |
| <u> c </u> 9. César Chávez | i. Spanish soldiers, invaded and took lands from Indians |
| <u> f </u> 10. Roberto Clemente | j. Founder of the California missions |

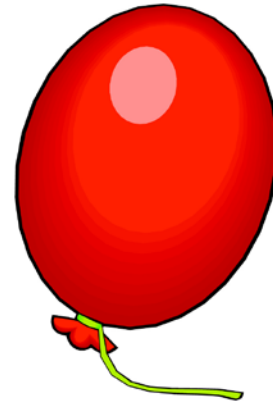


Making a Piñata

Start to make your piñata a week or more before your party to allow plenty of time for it to dry.

Materials:

- A large balloon
- Newspaper
- Flour and water paste (equal parts)
- Glue
- Poster paints
- Other decorations like paper streamers and glitter
- String
- Lots of wrapped candies, small toys, and coins



Directions:

1. Cover a work area with newspaper. You can use a table or the floor.
2. Blow up the balloon and tie it securely.
3. Tear newspaper into strips about 2 inches (5 cm) wide. Dip each strip in the paste, draw it between two of your fingers to wipe off excess paste, and smooth the strip around the balloon. Repeat until the whole balloon is covered with newspaper strips.
4. Let the papier-mâché-covered balloon dry. Then repeat the whole process twice to make a strong piñata that will hold a lot of goodies.
5. When the papier-mâché is completely dry, pop the balloon inside with a pin. Cut a hole, about 5 inches (13 cm) in diameter, in the top of your piñata. Remove the balloon. Fasten string to either side of the hole to make a handle.
6. Paint and decorate your piñata. Fill with your choice of treats or use as a gift box.





OCTOBER





<http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-celebrations/columbus.html>

COLUMBUS DAY

Readers Theatre

Characters:

Narrator one	Messenger
Narrator two	Columbus' brother
Columbus	Marco Polo
King of Portugal	Townsperson One
King of Spain	Townsperson Two
Queen of Spain	Townsperson Three
Sailor	

Narrator one: A sea battle! The ship tipped and rocked. Suddenly it burst into flames. Splash! A spray of salt water flew into the air. A sailor had jumped into the ocean.

Narrator two: The sailor swam to a floating oar. He gripped it to stay afloat. Although he was miles from shore, he knew he would survive!

All: He wouldn't give up, though others might. He believed in himself when he thought he was right.

Narrator one: This brave sailor was Christopher Columbus.

Columbus: I grew up in Italy. My father was a weaver of cloth. He wanted me to be a weaver, too. But I dreamed of being a sailor. Finally, my father agreed.

Narrator one: Now Christopher Columbus was in the cold ocean water. But he wouldn't give up.

All: Swimming and floating, working and resting. Swimming and floating, working and resting.

Narrator two: He did make it safely to shore. He landed in Portugal. This was lucky for Columbus. His brother lived there!

Columbus' brother: I own a map store. I will give Columbus a job making maps.



Narrator one: Columbus talked with sailors who came to the store. He read about explorers like Marco Polo.

Marco Polo: I have traveled east from Italy on land. I have gone to wonderful, faraway places. These places are called the Indies.

Narrator two: People were thrilled by the riches Marco Polo brought back.

All: Silk and spices. Jewels and gold! Wonderful things for all to behold!

Columbus: I want those things, too!

Narrator one: Columbus began making a plan to travel to the Indies. He thought about the shape of the earth.

Columbus: The earth is round; this much I know. Would sailing west be the way to go?

Narrator two: Columbus decided not to go east over land. He would sail west over the ocean!

Narrator one: But Columbus had some big problems. Most people thought the ocean was too wide to cross.

Townsperson one: It cannot be done!

Townsperson two: Impossible!

Townsperson three: The sea is too wide and unknown; they will never come back!

Narrator two: Also, sailing west to the Indies would be expensive! Columbus did not have enough money.

Columbus: I will ask the King of Portugal for help.

Narrator one: First, Columbus explained his plan to the King. Then he asked for ships and money.

King of Portugal: Ships and money for a plan that sounds funny? Ships and money for a plan that sounds funny? NO!

Narrator two: Columbus was sad. He was disappointed. But...



All: He wouldn't give up, though others might. He believed in himself when he thought he was right.

Columbus: I will go to see the King and Queen of Spain.

Narrator one: The King and Queen listened to Columbus. Then they asked a committee to study his plan.

All: Over and over, meeting and talking. Over and over, meeting and talking.

Narrator two: After four years, the committee made up their mind.

King and Queen of Spain: It's a Silly Idea!

Narrator one: Poor Columbus. He was very disappointed. But...

All: He wouldn't give up, though others might. He believed in himself when he thought he was right.

Columbus: I'll go back to see the King and Queen of Spain.

Narrator two: The King and Queen again listened to Columbus. He told them about his dreams of riches.

Columbus: Silks and spices. Jewels and gold! Wonderful things for all to behold!

Narrator one: Columbus tried to convince them. But once again-

King and Queen of Spain: NO

Columbus: Next, I'll visit the King of France.

Narrator two: He was on his way, when a messenger caught up with him.

Messenger: Please come back! Do be so kind! The Queen of Spain has changed her mind!

Narrator one: It was a happy day for Columbus. The King and Queen of Spain signed an agreement with Columbus.

Columbus: I promise to bring you things from the Indies.

All: Riches and gold and information, fame and fortune for the nation.



Narrator two: The King and Queen gave Columbus supplies. They also gave him three ships:

All: The *Nina*, the *Pinta*, and the *Santa Maria*.

Columbus. I'll sail on the *Santa Maria*; it is the largest.

Narrator one: One August 3, 1492, Columbus set sail. He headed west, across the ocean.

Columbus: The earth is round; this much I know. And sailing west is the best way to go!

Narrator two: Columbus kept track of days, directions, and distances. His ships sailed farther and farther away from Spain. His sailors grew angry and worried.

Sailors: Tossing and rolling over the waves, Sun and storm and endless days.

Narrator one: A month dragged by with no sight of land. The sailors were scared and ready to give up.

Sailors: Time to go home!

Columbus: Give me three more days.

All: He wouldn't give up, though others might. He believed in himself when he thought he was right.

Narrator two: They kept sailing. Two days later, they saw birds. Columbus changed direction to follow the birds. He hoped they would lead him to land.

All: Flying high in the sky, sailing low on the ocean, the birds and the ships together in motion.

Narrator two: Columbus kept watch until late that night. Finally they saw land! The time was two hours after midnight. The date was October 12, 1492. Five hundred years later, we still celebrate the date!

Narrator one: Columbus thought he had found the Indies. In fact, he had found islands near two continents he didn't know were there. Today, we call these continents North and South America.

Narrator one: Columbus and his sailors went ashore. The native people welcomed them. They spoke to each other using sign language.



Columbus: I will call this native people "Indians" because we have reached the Indies!

Narrator two: The native people gave them delicious food. They also showed the sailors how to make hammocks. But Columbus wanted more than hammocks. He wanted riches.

All: Silks and spices, Jewels and gold! Wonderful things for all to behold!

Narrator one: Columbus and his sailors visited other islands. Along the way, Columbus collected things to take home.

Columbus: Wonderful stories and wonderful things like parrots, sweet potatoes, and golden rings.

Narrator two: He did not bring home the Santa Maria. It wrecked on coral reef and broke into pieces. After six months away, Columbus returned to Spain. He brought some native people with him. He was welcomed as a great hero!! Columbus was very happy.

All: He didn't give up, when others might. He believed in himself when he thought he was right!

King and Queen of Spain: We will send Columbus on more voyages to the west.

Narrator one: Columbus never found a path to the Indies. All he found was trouble.

All: Angry natives, stormy seas, greedy sailors, and disease.

Narrator two: By now, Columbus was tired and sick. In 1504, Columbus returned to Spain for the last time. He was no longer a hero. But Columbus knew that he had done something very important. He had sailed across a great ocean when others said it couldn't be done!

Narrator one: Later, millions of people would follow his example and travel west to the Americas. Today Christopher Columbus is a famous man. We can learn about courage from Columbus.

All: We won't give up, though others might. We'll believe in ourselves when we think we are right!

Adapted from the book: DeRubertis, Barbara. Holidays and Heroes: Columbus Day. Kane Press, 1992.



Poems Made Easy

Objectives:

- Understanding different types of poetry such as acrostic, haiku, cinquain, diamante, limerick and rhymes.
- Counting syllables in words correctly.
- Writing poems that reflect on nature and feelings.
- Writing poems that have the repetition of the same or similar sounds at the end of two or more words most often at the ends of lines.

Materials:

Computer, LCD projector, screen or white board

Procedures:

1. Discuss with students different types of poems such as acrostic, haiku, cinquain, diamante, rhyming, and limerick.
2. Use the PowerPoint '*Poems Made Easy*' to present formats and examples of poems.
3. Select one example in each poetry lesson for students to practice writing.
4. Use the '*Poems Made Easy*' PowerPoint presentation to teach and reinforce concept.
5. Ask students to create a book of poems from the examples they write. Encourage them to use pictures or drawings to make their work attractive.





Fall Acrostic Poem

Grade Levels: 3 - 5

Objectives

- Students will create an acrostic poem using autumn-themed words.
(An acrostic poem is a poem that uses the letters of a word to begin each line vertically. Off of each vertical letter, another word or phrase is written that begins with the same letter)

Materials

- Fall word list
- Large pieces of fall-colored construction paper
- Felt-tip pens



Procedures

1. The class creates a list of descriptive words that deal with the subject of autumn. This list can be written on the board or on a piece of poster paper to allow the students some visual help if they are having difficulty deciding on their own fall vocabulary words. Words can be the months of fall or descriptive words dealing with the sights and sounds of fall. The words should be at least four to eight letters long.
2. Next, the students decide on one main fall word and write it vertically on their paper. Then they choose other descriptive fall words that begin with each of the letters in the main word, writing them horizontally, as shown here. (See another example of an acrostic poem on PowerPoint attachment, "Poems Made Easy")

Falling nuts litter the ground

Across the field blows the wind

Leaves changing colors

Leaves falling fast

3. When this is complete, the students write their fall-based word vertically on the construction paper in large, fall color letters.
4. They write their fall words horizontally in another color pen. The students can decorate the construction paper with fall decorations, which can be pictures of fall objects, cut-outs from magazines, or just drawings with marker or crayon.



Flower and Leaf Press

Grade Levels: Pre-K - 6

Objectives

- Students will collect and identify plants and flowers in environment.
- Students will create art with plants and flowers.

Materials

- Old catalogs or phonebooks
- Collection of colorful leaves, grasses, flowers, herbs
- Craft glue
- Plain note cards/postcards/watercolor paper



Procedure

1. Collect plants, leaves, and flowers.
2. Separate each stalk or blossom, and place them between the pages of the catalog or phone book.
3. Have students use different pages for each specimen, spacing them well apart from each other.
4. Place the phone books in a cool, dry place for one to two weeks. The phone book leaf press can be used several times. Flowers may be stored in the catalog or phone book for months.
5. Students should carefully apply craft glue to the back of the dried leaves or flowers.
6. Center them on note cards for a single design or place several as a collage on a sheet of watercolor paper, which can be framed later.



Pumpkin Seed Snack

Equipment:

Small pumpkin with top removed

Salt

Water

Parmesan cheese (optional)

Butter

Heat source (**CAUTION:**

Use only under adult supervision)

Foil-lined baking tray

Hot mitts

Saucepan

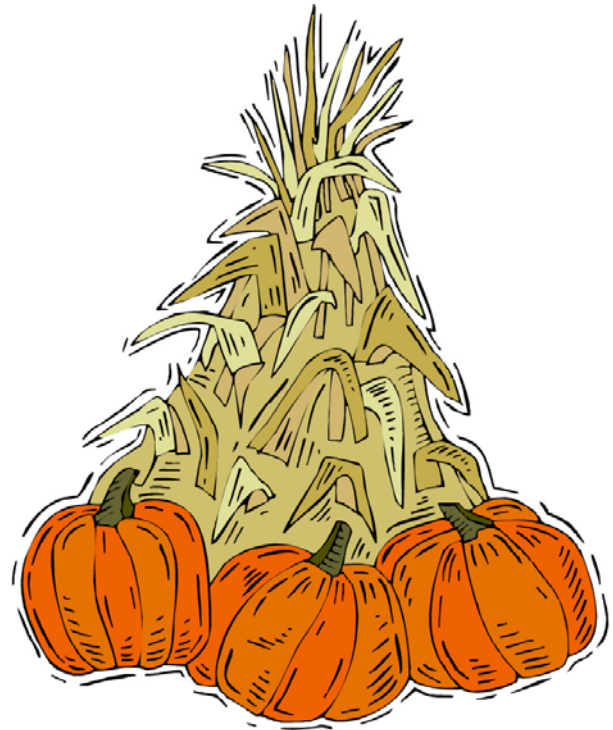
Spoon

Preheat oven at 300° farenheight (**CAUTION:**

Use only under adult supervision)

DIRECTIONS:

1. Scoop out the pumpkin seeds with the spoon. Wash seeds.
2. Soak seeds overnight in a solution of 2 teaspoons of salt and 1 cup of water.
3. Pat seeds dry next day. Melt $\frac{1}{2}$ cup of butter in a pan. Sprinkle Parmesan cheese in pan. Put in seeds and stir to coat.
4. Spread coated seeds on foil-lined tray.
5. Bake in oven $\frac{1}{2}$ hour.





Fall Haiku

Grade Levels: 2 - 6

Objectives

1. Students learn the syllable structure and mood of haiku poems by comparing the serenity of the autumn months with the peaceful rhythms of haiku poetry.

Materials

- Samples of haiku poetry
- Fresh leaves of various shapes and sizes
- Crayons of fall colors
- Thin paper, about 8 1/2" x 11"
- Felt-tip pens
- Sounds-of-nature music to inspire and set the tone



Procedures

1. Discuss with students the requirements of a haiku poem - a three-line poem, the first line with five syllables, the second line with seven syllables, and the third line with five syllables. A haiku often illustrates some aspect of nature or tranquility. (See example of haiku poem on PowerPoint attachment "Poems Made Easy")
2. Discuss with students the sounds and sights of fall. They can revolve around the leaves changing color, animals preparing for winter, or any other characteristic of the season.
3. Write a sample haiku with the class.
4. Next have students write their own haiku on lined paper. Sounds-of-nature background music can inspire descriptive writing.
5. Students should then take the leaves and randomly place them under their thin paper.
6. Using a crayon, make back-and-forth strokes over the objects; light pressure gives the best results.
7. Students then write their haiku over their leaf paper with felt-tip pens or crayons.



NOVEMBER





Veterans Day/Remembrance Day

Grades 5-8

Objective: To teach students about Veterans Day.



Veterans Day in the United States and Remembrance Day in Canada and England were originally called Armistice Day. Armistice Day was the day on which the armistice agreement between the Allies and the Central Powers was signed, ending World War I at 11 o'clock on November 11, 1918. This was the eleventh hour of the eleventh day of the eleventh month. At the time, many people thought there would never be another war; after World War II, England and Canada changed the name of Armistice Day to Remembrance Day.

The United States changed the name to Veterans Day to honor those who have served in the armed forces during all of its wars. Veterans Day is different from and much more inclusive than Memorial Day (May 30th) which honors those who died in the service of their country. On Veterans Day there are parades and speeches. People visit war memorials and place wreaths there.

1. Review the meaning of the word "veteran" and the names of the various armed services with the students. Have them ask at home if anyone in their family is a veteran. What benefits does the United States provide for veterans?
2. Contact a recruiting office of one or more of the armed services and ask them to send a speaker to your classroom to talk to the students about the modern armed services and the importance of a good education for those who might want to enlist when they are older. Also, ask the speaker to explain veterans' benefits to the class.
3. People in the U.S. speak of fighting in wars as defending the American flag. Discuss the design of the American flag. Why are there thirteen stripes? Why are the stripes on the top and bottom of the flag red and not white? What do the stars represent? Why was each color chosen? What does it mean when the flag is flown upside down?



Veterans Day Spelling Word Activity

Grades 3-4

Complete each sentence with the correct spelling word from the box.



camouflage	war	weapon	pilot
soldiers	defending	helmet	enemy
veteran	general	uniform	sailor

1. A _____ is in charge of the army.
2. The jet was flown by an experienced _____.
3. The _____ put on his life jacket.
4. Thousands of people were killed during the _____.
5. My uncle is a _____ of the Korean War.
6. A _____ protects your head.
7. All of the soldiers wore the same _____.
8. _____ is a type of pattern that makes it hard for the enemy to find you.
9. The _____ marched for 20 miles.
10. The soldiers were _____ the fort.
11. A gun is a type of _____.
12. The marines defeated the _____.



Veterans Day Spelling Word Activity

Answer Sheet

Complete each sentence with the correct spelling word from the box.



camouflage	war	weapon	pilot
soldiers	defending	helmet	enemy
veteran	general	uniform	sailor

1. A general is in charge of the army.
2. The jet was flown by an experienced pilot.
3. The sailor put on his life jacket.
4. Thousands of people were killed during the war.
5. My uncle is a veteran of the Korean War.
6. A helmet protects your head.
7. All of the soldiers wore the same uniform.
8. Camouflage is a type of pattern that makes it hard for the enemy to find you.
9. The soldiers marched for 20 miles.
10. The soldiers were defending the fort.
11. A gun is a type of weapon.
12. The marines defeated the enemy.



Veterans Day Word Shape Puzzle

Grades 1-2

Name: _____

Write each of the following words in the box that matches the letter shapes of that word.

army fight troops jet valor navy flag honor serve war



Veterans Day Word Shape Puzzle

Answer Sheet

Write each of the following words in the box that matches the letter shapes of that word.

Army Fight Troops Jet Valor Navy Flag Honor Serve War



Thanksgiving Day

Prayer to the Giver

Lord, I am glad for the great gift of living -
 Glad for Thy days of sun and of rain;
 Grateful for joy, with an endless thanksgiving,
 Grateful for laughter, and grateful for pain.

Lord, I am glad for the young April's wonder,
 Glad for the fullness of long summer days;
 And now, when the spring and my heart are asunder,
 Lord, I give thanks for the dark autumn ways.

Sun, bloom, and blossom, O Lord, I remember,
 The dream of the spring and its joy I recall;
 But now in the silence and pain of November,
 Lord, I give thanks to Thee, Giver of all!

Charles Hanson Towne

Adapted from, Clarke, Thomas Curtis and Gillespie, Esther A. 1,000 Quotable Poems. Random House. New York. 2000



Thanksgiving Activity

Use the words from the WORD BANK below. Write all the nouns in the second column. Write adjectives that describe the nouns in the first column.

WORD BANK

doll	harvest	friendly	Indians	pie	sweet
pumpkin	potatoes	cornhusk	plentiful	plump	turkey

Adjectives

p _ _ _ _ _
 _ w _ _ _
 _ _ _ _ _ f _ _ _
 _ r _ _ _ _ _
 _ _ _ m _
 _ _ _ h _ _ _

Nouns

_ _ e
 _ o _ _ _ _ _
 _ _ _ v _ _ _
 I _ _ _ _ _
 _ _ r _ _ _ _
 _ _ _ l

Now write each noun and adjective pair in a sentence.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____





Thanksgiving

Fourth Thursday in November

Thanksgiving in the United States is celebrated on the fourth



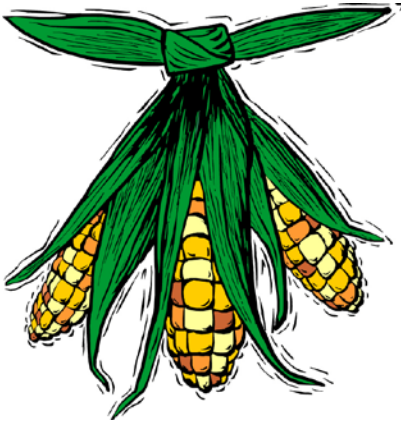
Thursday in November. It is often thought of as a particularly American holiday because of the story of the Pilgrims and the Indians. However, most cultures, religions, and countries have some kind of a holiday that involves giving thanks. Many of these holidays are associated with harvest time. Some of them are still celebrated as separate holidays. In England, the thanksgiving celebration was called Harvest Home. It took place when the last field was harvested and the crops were brought safely to the barns.

Thanksgiving has also been celebrated in Canada for a long time. It probably began many years before the Pilgrims landed in America. So when the Pilgrims did land in their new home on December 21, 1620, they already knew about ceremonies of thanksgiving. They had, of course, come from England and were familiar with the custom of giving thanks after the harvest. So, one year later, after a year of terrible hardship and frighteningly little success, Governor William Bradford proclaimed the first day of Thanksgiving in the Plymouth Colony. This was the feast day that many think of when we hear "the first Thanksgiving." It was the one shared with the Indians, who had helped the Pilgrims and introduced them to the native foods and strange farming practices of the New World.

- Describe how thanksgiving is celebrated at your home.
- What foods does your family eat for the Thanksgiving feast?



Corn Husk Dolls



14 corn husks, dried
 Corn silk, dried
 Newspaper (to work on)
 Thin string
 Scissors
 Straight pins for teacher
 Glue
 Felt-tip pens

What You Do

1. Tell children that dolls fashioned from dried corn husks originated with Native Americans, who passed their technique on to early settlers. These traditional dolls are part of the United States' native heritage.
2. Peel off individual husks on newspaper and allow them to dry until the green bleaches out to a pale tan color. Allow the corn silk to dry on newspaper as well. Drying takes at least a week.
3. Soak the dried husks in water until they are soft enough to work with. Shake off the excess water and place the husks on newspaper.
4. Gather eight of the husks together and tie them tightly with a string at the wide end.
5. Fold each husk down over the tied end, pulling firmly, until the tied part is covered by four husks on each side.
6. Tie the husks tightly together about 1 $\frac{1}{2}$ inches (4cm) down from the top to form the head and neck.
7. Now use three additional husks to make the arms. Tie the three husks together with string at one end, braid them, and tie at the other end. Trim the ends slightly so that the "hands" are even.
8. Separate the body husks so that there are four husks in front and four in back. Insert the braided arms crosswise between the two sections. Tie the doll at the waist.





9. Fold two additional husks in half vertically. Place the center of a husk over each shoulder. Cross them over the front and back of the body, making certain that they

Corn husk dolls continued ...

lie flat and untwisted. Tie them at the waist with string. Fold another husk in half, wrap it around the waist, and secure it with string.

10. To form legs, separate the husks so there are four husks on each side of the body. Tie each cluster of four about 1 inch ($2\frac{1}{2}$ cm) from the bottom. Trim the edges slightly to make the "feet" even.
11. To prevent the arms from standing straight out when the husks dry, bend them into a more natural position. Teacher should secure them temporarily with pins. Remove the pins when the doll dries.
12. Wet the dried corn silk. Arrange the silk in any hair style braided, twisted, flowing, or cut short. Glue the silk onto the head for hair.
13. When the husks dry, use felt-tip pens to draw the eyes, nose, and mouth.



Adapted from, Tutchman, Gail. Great Art Ideas For K-3. Mahwah: Troll Associates. 1992.



DECEMBER





The Three Wise Men

The First

I came from Tigris' sandy plain
Where I beheld the wondrous star,
With my slow-creeping camel train
I nightly followed it afar.



The Second

I came from Persia's table-land
That lies beyond the Syrian dawn;
A candle in an angel's hand
It seemed, before the stars had gone.



The Third

And I, 'mid mountains heav'nward piled,
I saw the star that led them west;
I, too, with them would seek the child.
I too would make the Holy Quest.

The Three

We asked in great Jerusalem,
But none could tell us of his birth,
And then to little Bethlehem
We came - the least of all to Earth.
There came we to our journey's goal;
No further had we need to roam;
There was a home for every soul
Where Christ himself could find no home.

John Finley

Adapted from, Clarke, Thomas Curtis and Gillespie, Esther A., 1,000 Quotable Poems. New York: Random House, 2000.



The *Magnificat*

Mary's Song of Praise



Mary responded,
 "Oh, how my soul praises the Lord.
 How my spirit rejoices in God my Savior!
 For he took notice of his lowly servant girl,
 and from now on all generations will call me blessed.
 For the Mighty One is holy,
 and he has done great things for me.
 He shows mercy from generation to generation
 to all who fear him.
 His mighty arm has done tremendous things!
 He has scattered the proud and haughty ones.
 He has brought down princes from their thrones
 and exalted the humble.
 He has filled the hungry with good things
 and sent the rich away with empty hands.
 He has helped his servant Israel
 and remembered to be merciful.
 For He made this promise to our ancestors,
 to Abraham and his children forever."

Luke 1:46 - 55 NLT





Events of the Birth of Jesus



Name: _____

Date: _____

Comparing Scripture

Directions: Indicate whether each event is found in Matthew or Luke or both. Put a check in the correct column.

EVENT	MATTHEW	LUKE	BOTH
1. Taxation decree by Caesar.			
2. The angels tell Mary that she will have a child.			
3. The angel tells Joseph that Mary is with child.			
4. Mary visits Elizabeth, Mary's song.			
5. Joseph and Mary travel to Bethlehem.			
6. Jesus is born in Bethlehem.			
7. The angel tells the shepherds of Christ's birth.			
8. The shepherds visit Jesus in the manger.			
9. Jesus is named and circumcised eight days after his birth.			
10. Jesus is dedicated in the temple at Jerusalem.			
11. The wise men arrive in Jerusalem.			
12. Herod's own wise men tell him where Jesus is to be born.			
13. The wise men talk to Herod.			
14. The wise men travel to Bethlehem.			
15. The wise men present their gifts to Jesus.			

Adapted from Teacher Resource manual for In the Beginning God ...and God's Gift Our Choice, Boise, ID, Pacific Press Publishing, 1996





Wrapping Paper Prints

Grade Levels: Pre-K - 6

Objective

- Students use stamps to decorate paper.

Materials

- A roll of uncoated shelf paper (or brown wrapping paper)
- Potatoes, carrots, turnips, onions
- Empty cardboard paper-towel roll
- Cookie cutters, butter knife, scissors
- Tempera and brush paint
- Different color ink pads



Procedures

1. Cut a potato in half; then have students carve out the design they want (stars, Christmas tree, or shapes).
2. You can also push a cookie cutter all the way into the potato and cut off the excess with a butter knife.
3. Cut away the background, leaving the shape raised. The raised portion will be the design.
4. Unroll about 4 (or more) feet (1.2) of uncoated shelf paper (or brown paper), cut, and distribute to each child.
5. Have children roll their sheets of paper onto empty paper towel rolls, leaving about 2 feet (60cm) of paper on their workspace. Children will be printing from paper on their own "mini rolls." They should secure the rolled paper with a paper clip.
6. Brush the vegetable with a thin coat of paint. Then press it firmly onto the shelf paper.
7. When the area the children printed on is dry, they can remove the paper clip and roll the paper onto the paper towel roll. Or they can unroll more plain paper and continue printing more wrapping paper.



Boxing Day

When is it?

Boxing Day takes place on December 26th or the following Monday if December 26 falls on a Saturday or Sunday.



Where did it come from?

Boxing Day began in England, in the middle of the nineteenth century, under Queen Victoria. Boxing Day, also known as St. Stephen's Day, was a way for the upper class to give gifts of cash, or other goods, to those of the lower classes.

Where is Boxing Day celebrated?

Boxing Day is celebrated in Australia, Britain, New Zealand, and Canada.

How is Boxing Day celebrated?

There seem to be two theories on the origin of Boxing Day and why it is celebrated. The first is that centuries ago, on the day after Christmas, members of the merchant class would give boxes containing food and fruit, clothing, and/or money to trades people and servants. The gifts were an expression of gratitude much like when people receive bonuses from their employers, for a job well done today. These gifts, given in boxes, gave the holiday its name, "Boxing Day".

The second theory is that Boxing Day comes from the tradition of opening the alms boxes placed in churches over the Christmas season. The contents were distributed amongst the poor by the clergy the day after Christmas.

Today, Boxing Day is spent with family and friends with lots of food and sharing of friendship and love. Government buildings and small businesses are closed, but the malls are open and filled with people exchanging gifts or buying reduced priced Christmas gifts, cards, and decorations.

To keep the tradition of Boxing Day alive, many businesses, organizations, and families donate their time, services, and money to aid Food Banks and provide gifts for the poor, or they may choose to help an individual family that is in need.

What a great extension of the Christmas holiday spirit! You might consider making this holiday a tradition in your family. No matter where you live, the simple principle of giving to others less fortunate than yourself can be put into practice.





Boxing Day Activity

Objective

- To prepare and distribute care boxes for the needy.

Materials Needed

- Canned goods and/or clothing
- Materials to decorate boxes
- Large cardboard boxes

Procedure

1. Begin the lesson by asking students what they think happens on Boxing Day. For younger students, read information provided about Boxing Day.
2. Explain that in some countries, Boxing Day is a time for giving to people in need. Ask students to name some ways they can help needy people.
3. Have students decorate the cardboard boxes, using materials of their choice. Ask students to bring in canned goods and/or clothing to put into the boxes.
4. Donate the filled boxes to organizations in your community that help people in need.





JANUARY



FEBRUARY



Winter Language Activities

Winter Wonderland

Grades: 3 - 5

Skills: Observation, Description

Activity:

During one snowfall at school, invite the class to look out the window and tell you about the special winter qualities they observe outside. You may also choose to gather the children on the playground to observe the winter weather characteristics and discuss them as a group. Have students write a descriptive paragraph or an acrostic poem about their observation.



Winter Stories

Grades: K - 2

Skills: Creative Thought, Sentence Composition
Cooperation

Activity:

Begin a discussion about winter. Ask the children to describe a snowy day. Tell the children that, as a group, they will be creating a story about a snowy day or a snow person. As the children work together to create the story, write it on chart paper. You may later wish to write the story in book form on construction paper and allow the children to illustrate it. Laminate if possible. You may wish to give each child a turn taking the book home to share with his family.





Snowman Acrostic Poem

Name: _____ Date: _____

Write a poem about a snowman. Start each line with a letter from the word "snowman."

The snowman has a round white face with two small grey circles for eyes, a yellow triangular carrot nose, and a simple curved smile. Its body consists of two large, rounded white sections. Each section is filled with horizontal lines for writing, with a solid top line, a dashed middle line, and a solid bottom line.



Martin Luther King Jr.

Fact or Opinion



Grades 3-5

Objectives

Students will:

- Discuss the difference between fact and opinion.
- Read or listen to a brief biography of Martin Luther King Jr.
- Complete the Martin Luther King Jr. Fact or Opinion? work sheet

Materials Needed

- Brief biography of Martin Luther King Jr. at www.lucidcafe.com/library/96jan/king.html
- www.5min.com/video/Martin-Luther-King-Jr-Biography-119809154
- Martin Luther King Jr. Fact or Opinion? Work sheet.

Procedure

1. Discuss the difference between fact and opinion with students. Explain to students that a fact is real or true and its truth can be verified. An opinion is a belief or judgment that cannot be verified; it may or may not be true.
2. Share with students a brief online biography of Martin Luther King Jr. Read aloud the biography page. Print a copy for all to see. If possible, share the video from www.5min.com/video/Martin-Luther-King-Jr-Biography-119809154.
3. Distribute the Martin Luther King Jr.: Fact or Opinion? Work sheet for students to complete.

Answer Key: 1. F, 2. O, 3. O, 4. F, 5. F, 6. O, 7. O, 8. F, 9. O, 10. O

Adapted from <http://www.education-world.com>



Martin Luther King Jr. Activity

Fact or Opinion



Directions:

Read each statement below. Decide whether each statement tells a fact or an opinion about Martin Luther King Jr. Write *F* on the line before each statement that tells a fact. Write *O* on the line before each statement that tells an opinion.

1. _____ Martin Luther King Jr. was born on January 15, 1929.
2. _____ King became a preacher because his father and grandfather were preachers.
3. _____ King was one of the smartest students in his class at Boston University.
4. _____ In 1959, King traveled to India to meet followers of Mohandas Gandhi.
5. _____ King believed Gandhi's ideas could help black people in the United States.
6. _____ The Montgomery bus boycott was the most important event in King's life.
7. _____ King's "I have a Dream" speech was the best speech he ever gave.
8. _____ Martin Luther King Jr. received the Noble Peace Prize in 1964.
9. _____ James Earl Ray should have been sentenced to die for killing King.
10. _____ Nobody had more impact on the civil rights movement than King did.

Adapted from http://www.education-world.com/a_lesson/TM/WS_MLK_248a.shtml



“I Have a Dream Too!”



Create your own “I Have a Dream Too!” speech by filling in the blanks.

I have a dream that one day this nation will _____

I have a dream that one day _____

I have a dream that one day _____

I have a dream that _____

I have a dream today.

I have a dream that one day _____

I have a dream today.

I have a dream that one day _____

This is my hope and faith. With this faith we will be able to _____

This will be the day when _____

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of Gods children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing the words of the old Negro spiritual, 'Free at last! Free at last! Thank God Almighty, we are free at last!'

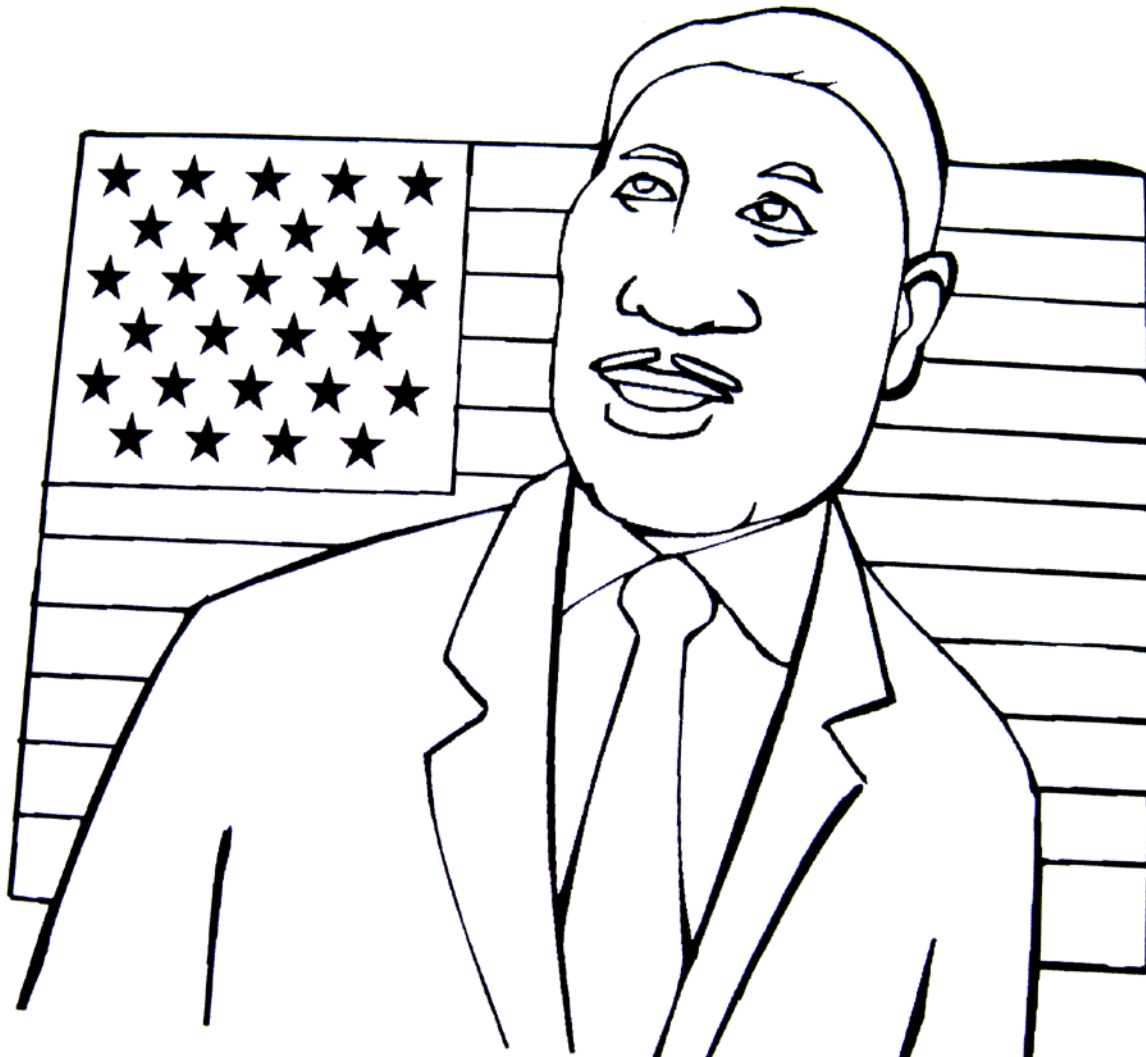
<http://library.thinkquest.org/10320/Starter.htm>



Martin Luther King Jr. Coloring Activity

“I Have A Dream”

Name: _____





The Greatest American

"And whosoever will be chief among you, let him be your servant." Matthew 20:27.

Perhaps most citizens of the United States, if asked to name our No. 1 citizen, would suggest Abraham Lincoln. Perhaps no man in public life in American did more for the nation. No one serving the public had a stronger faith in God and believed more sincerely, wholeheartedly, and actively that right would ultimately triumph.

In his boyhood he read the Bible daily and was fascinated by the characters delineated in both the Old and New Testaments. The Bible was often quoted in his public addresses and in his writing. Many portions of the Good Book he memorized. They became a part of him.

Writing about him, Dr. George W. Rideout said, "Lincoln was reared in God's out-of-doors with nature as his schoolmaster. He made his mark upon human history by great thoughts uttered and great things done. Lincoln unlocked doors of prisons and broke the fetters that bound a million souls. Lincoln, a poor boy, reared in penury and nursed in want, learned to think in higher altitudes, and his words when he became a man burned with fire, roared like thunder, flashed like lightning, and a nation hearkened and all mankind felt the thrill, and a new chapter in history was written."

Gilbert J. Greene tells this story about Lincoln: "One day while practicing law in Springfield, Mr. Lincoln said to me; 'Gilbert, there is a woman dangerously ill about fifteen miles in the country who has sent for me to come and write her will. I should like to have you go with me.' I cheerfully accepted the invitation. When we arrived we could see that the woman had but a few hours to live. After the will had been written, witnessed, and signed, the dying woman said to Mr. Lincoln: 'Now I have my affairs of this world in order, and I have also made preparation for the life to come. I do not fear death.'



"Mr. Lincoln replied: 'Your faith is wise and strong. Your hope of a future life is a blessed one.' Then she asked him if he would read a few verses from the Bible. He began reciting from memory the twenty-third psalm. Then he quoted the first part of the fourteenth chapter of John; 'In My Father's house are many mansions: if it were not so, I would have told you. I go to prepare a place for you. . . . I will come again, and receive you unto Myself; that where I am, there ye may be also.'

"After he had given these and other quotations from the Bible he recited several hymns, closing with 'Rock of Ages cleft for me.' A little later the woman passed away. As we rode home in the buggy, I expressed surprise that he should have acted as pastor as well as attorney so perfectly, and he replied, 'God and eternity were very near us today.'"

He was a kind man, a humble man, a good man, an unselfish man. He gave his all for his people and his nation.



Adapted from Paddock, C.L., *God's Minutes*, Hagerstown: Review and Herald, 1990
To order call 1-800-765-6955 or visit www.adventistbookcenter.com



Black History Month

African American Inventors

Grades 3 - 8

Objectives

- To research African American Inventors.
- To highlight achievements of African Americans.

Materials

Computer

Internet Access

Encyclopedia

LCD Projector

White Board or Screen



Procedures

1. **Activity:** Students will talk about what inventions are (how they're different from discoveries) and learn to recognize some of the many inventions all around them and talk about how each innovation changed the way people live.
2. Write the following names on the board: Alexander Graham Bell, Thomas Alva Edison, Henry Ford, Orville and Wilbur Wright. Tell students that these are some famous inventors. Ask students if they know what each of them invented, and write the invention next to the name.
 - Alexander Graham Bell: Telephone
 - Henry Ford: Assembly line and the Model T (the first popular car to be sold to many people)
 - Wright brothers: Airplane
 - Thomas Alva Edison: Light bulb and phonograph (the first machine to record and play back sounds), and many others.
3. Tell students that during Black History Month they will be exploring African American Inventors. Show them the PowerPoint of some African American Inventors. Discuss how each invention changed the world.
4. Ask students to research other African American Inventors and share their findings in class. You decide how you want them to present it.



Name: _____

Abraham Lincoln



Abraham Lincoln (February 12, 1809- April 15, 1865) was the 16th President of the United States of America. He served as President from March 4, 1861, until April 15, 1865 (he was re-elected in 1864).

Abraham Lincoln was born in a log cabin near Hodgenville, Kentucky. He had very little formal schooling and was mostly self-educated. He eventually became a lawyer and a Republican politician; he earned the nickname "Honest Abe." Lincoln married Mary Todd in 1842.

During Lincoln's presidency, the Southern states seceded from (left) the Union because Lincoln and the Northern states were against slavery. Six weeks after Lincoln became President, the Civil War began. In this war, the Northern states (which stayed in the Union) fought the Southern states (called the Confederacy). The Civil War lasted from 1861 until 1865.

On Jan. 1, 1863, Lincoln issued the Emancipation Proclamation, which eventually led to the freeing of all slaves in the USA. During the Civil War, Lincoln gave many speeches, including the Gettysburg Address (Nov. 1863), The Civil War ended with a victory for the Union on April 9, 1865, when General Robert E. Lee (from the Confederacy) surrendered to General Ulysses S. Grant (from the Union).

Lincoln was shot on April 14, 1865, by John Wilkes Booth. Lincoln had been attending Ford's Theater in Washington, D.C. Lincoln died the next morning. He was the first US president ever assassinated.

Questions:

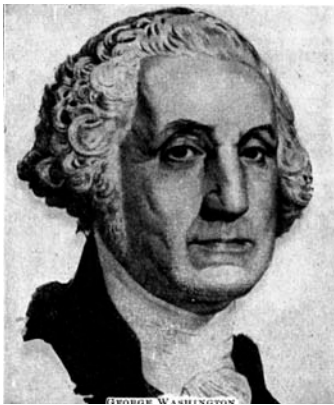
1. In which state was Lincoln born? _____
2. During what years was Lincoln President of the US? _____
3. Which US war took place during Lincoln's presidency? _____
4. What is the name of Lincoln's most famous speech? _____
5. How long after the Civil War ended did Lincoln die? _____
6. How old was Lincoln when he died? _____

<http://www.EnchantedLearning.com> 2001-2009



Name: _____

George Washington



George Washington (1732-1799) was the first President of the United States of America. He served as President from April 30, 1789, until March 4, 1797. His Vice-President was John Adams (1735-1826), who was later voted the second President of the USA.

George Washington was born on February 22, 1732, in Westmoreland County, Virginia. He had very little formal schooling. Washington married Martha Custis in 1759. As an Army General, Washington helped the 13 colonies win the Revolutionary War (1776-1783) against the British. In 1787, Washington presided over the Constitutional Convention in Philadelphia, Pennsylvania, during which the US Constitution was written.

Washington was elected President of the US by electors in early 1789 and in 1792. Both votes were unanimous. His first inauguration took place in New York City, New York (which was the first capital of the USA, from 1789 to 1790). His second inauguration took place in Philadelphia, Pennsylvania. It was the capital from 1790 to 1800. Washington refused a third term.

During Washington's presidency, the Bill of Rights was adopted. In his cabinet were Thomas Jefferson (Secretary of State), Alexander Hamilton (Secretary of Treasury), Henry Knox (Secretary of War), and Edmund Randolph (Attorney General).

Martha and George Washington had two adopted children, John (whom they called Jack) and Martha (whom they called Patsy). (These were originally Martha's grandchildren.)

Washington died on December 14, 1799, at his home called Mt. Vernon, located in Fairfax County, Virginia. After his death, the nation's capital was moved from Philadelphia to a location near Washington's home (on the border of Virginia and Maryland), and was named Washington D.C in his honor.

Questions:

1. During what years was Washington President of the US? _____
2. In which state was Washington born? _____
3. Washington fought the British for independence during which war? _____
4. What is Washington's home called? _____
5. How old was Washington when he died? _____

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Name: _____

Thomas Jefferson

Thomas Jefferson (1743-1826) was a founding father of the US, the author of the draft of the Declaration of Independence, and the third President of the United States of America. This great man was a long-term legislator, lawyer, diplomat, architect, inventor, scientist, agriculturist, writer, and revolutionary thinker.



Early Life:

Jefferson was born on April 13, 1743, at Shadwell, Goochland (now called Albemarle) County, Virginia. His father, Peter Jefferson, was a successful planter and surveyor in Virginia. His mother, Jane Randolph Jefferson, was from a wealthy family.

Education and Marriage:

From 1760 to 1762, Jefferson attended the College of William and Mary in Williamsburg, Virginia. He later studied law privately. He began practicing law in 1767.

Monticello was the Virginia house that Jefferson designed and lived in most of his life. It was built on land that he inherited from his family. Construction on Monticello began in 1769 but continued for decades as Jefferson added to the house.

In 1772, Jefferson married Martha Wayles Skelton (she died in 1782, after giving birth to their sixth child, Lucy Elizabeth). Only two of their children survived to adulthood.

Jefferson had, on average, about 200 slaves who ran his house and grew food on his large estate.

Revolutionary America:

While a delegate to the Continental Congress in 1775, Jefferson drafted the Declaration of Independence (it was amended by Benjamin Franklin and other committee members).

In 1776, Jefferson was elected to the Virginia House of Delegates, where he fought for the separation of church and state and other causes that were important to him.

Jefferson became the Governor of Virginia in 1779, but resigned his second term in 1781 after the British (led by the turncoat Benedict Arnold) invaded Virginia. Jefferson had been unprepared for the attack and soon became very unpopular in Virginia.

In 1783, Jefferson was elected to Congress (from Virginia). Soon after, in 1785, President George Washington appointed Jefferson as the US Minister to France (replacing Benjamin Franklin). In 1789, Washington appointed him Secretary of State, but he resigned on Dec. 31, 1793 (after major differences with Alexander Hamilton).



In 1796, Jefferson ran for President of the USA, but lost. John Adams won, and Jefferson became Vice-President of the USA (it was an unusual administration since Adams and Jefferson had been opponents).

Serving as President:

Jefferson was elected President in 1800 (defeating Adams). He was re-elected to a second term in 1804. As President, Jefferson arranged the purchase of the Louisiana Territory from France in 1803. The Louisiana Purchase increased the area of the United States tremendously (it had an area of 828,000 square miles (2,155,500 square kilometers). Soon after (in 1804), Jefferson sent Lewis and Clark to map the newly-acquired western US territory (they returned in 1806 with maps, newly-discovered animals, and information about Indian tribes).

Late in Life:

Jefferson retired from elected office in 1809 and went to live at Monticello - he never again left the state of Virginia. In 1814, Thomas Jefferson sold his extensive personal library to government of the US to re-start the Library of Congress, which has been burned during the War of 1812; Jefferson was paid \$23,950 for his 6,487 books. In 1819, Jefferson founded the University of Virginia.

Jefferson died at Monticello on July 4, 1826, the 50th anniversary of the signing of the Declaration of Independence. John Adams died later that same day. They were the only two signers of the Declaration of Independence who were elected President of the USA.

Questions

1. In which colony (now a state) was Jefferson born? _____
2. In what year was Jefferson born? _____
3. What important document did Jefferson write? _____
4. What is the name of the house that Jefferson designed and live in? _____
5. When Jefferson was Vice-president of the USA who was president? _____
6. How many terms did Jefferson serve as president of the USA? _____
7. In what year did Jefferson purchase the Louisiana Territory? _____
8. What pair of explorers did Jefferson purchase the Louisiana Territory _____
9. What pair of explorers did Jefferson send to the American West to map the new American territory? _____
10. On what date did Jefferson die? _____

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Name: _____

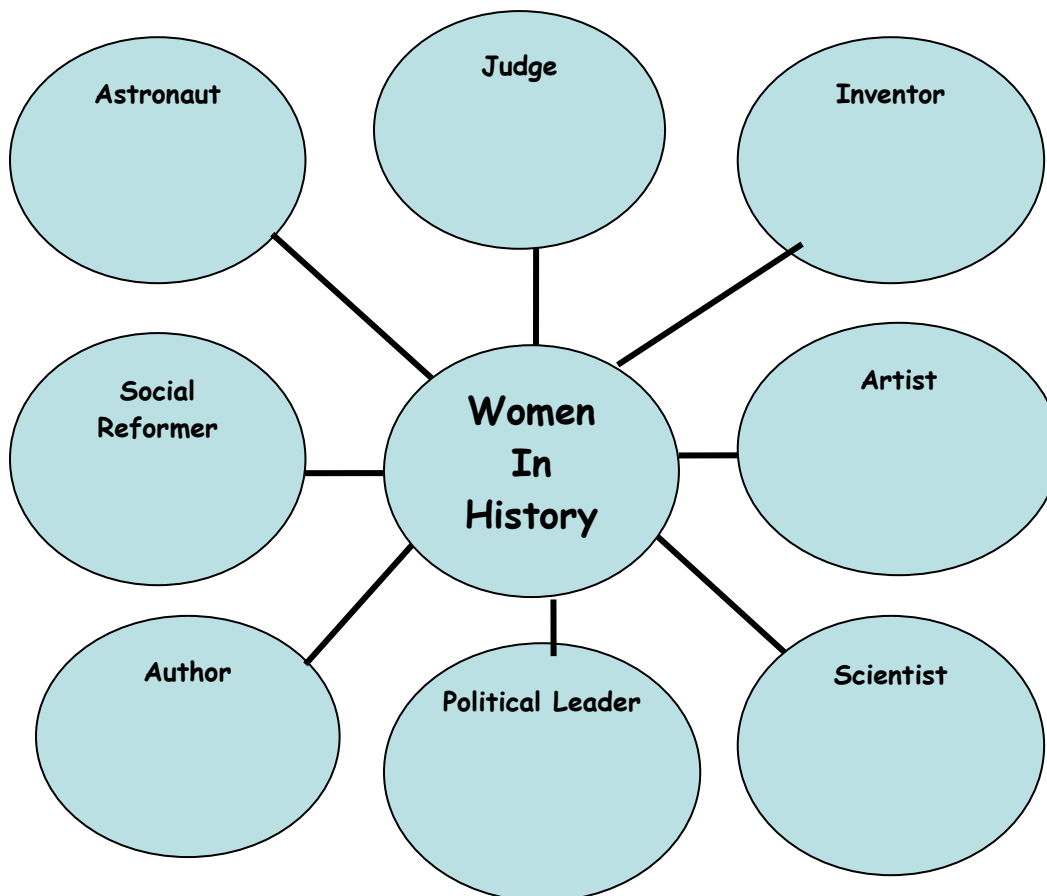
Women's History Month

The public celebration of women's history began in the United States in 1978. It started as "Women's History Week" in Sonoma County, California. The week included March 8, International Women's Day. In 1981, Sen. Orrin Hatch (R-Utah) and Rep. Barbara Mikulski (D-Md.) co-sponsored a joint Congressional resolution proclaiming a national Women's History Week. In 1987, Congress expanded the celebration to a month, and March was declared Women's History Month.

Eight Famous Women

Insert the correct name in the appropriate space.

(J. K. Rowling, Georgia O'Keeffe, Sally Ride, Marie Curie, Susan B Anthony, Stephanie Kwolek, Margaret Thatcher, Sandra Day O'Connor.)

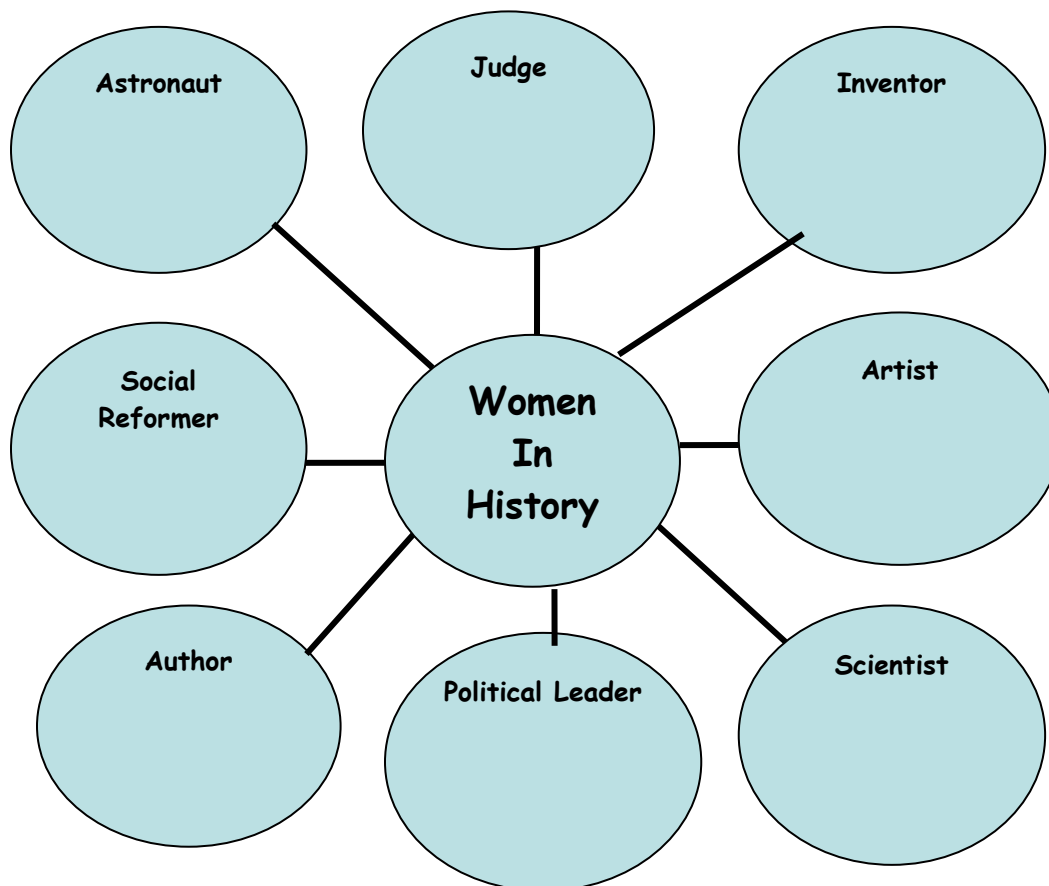




Women's History Month

Answer Key

Insert the correct name in the appropriate space. J. K. Rowling (author), Georgia O'Keeffe (artist), Sally Ride (astronaut), Marie Curie (scientist), Susan B. Anthony (social reformer), Stephanie Kwolek (inventor), Margaret Thatcher (political leader), Sandra Day O'Connor (Judge).





Name: _____

Women's History Month

TRUE OR FALSE

Directions: Write 'True' beside the statement that is true and 'False' beside the statement that is false. If the answer is false give the correct answer on a separate sheet of paper.

1. National Women's History Month was once only a week-long, local event. _____
2. In 1981, U.S. Congress proclaimed national Women's History Week as the week of March 8 (International Women's Day). _____
3. The first women's rights convention was held in Seneca Falls, New York in 1984. _____
4. Massachusetts was the first U.S. state to give women the right to vote. _____
5. The 19th Amendment to the U.S. Constitution allows women the right to vote. _____
6. In 1963, the U.S. Congress passed the Equal Pay Act, making it illegal for employers to pay a woman less than what a man would receive for the same job. _____
7. Susan B. Anthony and Elizabeth Cady Stanton were the leaders of the National Woman Suffrage Association. _____
8. Today most colleges do not offer women's studies programs. _____
9. The law granting all U.S. women the right to vote was passed in 1910. _____





Women's History Month

TRUE OR FALSE

Answer Key

1. **True**
2. **True**
3. **False:** The first women rights convention was held in Seneca Falls, New York in 1848.
4. **False:** Colorado was the first U.S. state to give women the right to vote in 1893 (Wyoming was the first U.S. territory to do so, in 1869).
5. **True**
6. **True**
7. **True**
8. **False:** Today most colleges offer women's studies programs.
9. **False:** The law granting all U.S. women the right to vote was passed in 1920.





Butterfly Anatomy and Life Cycle

Cloze Activity

Fill in the blanks below using words from the word bank.

Word Bank:

metamorphosis	six	caterpillar
insects	flying	egg
eyes	adult	chest
leaf	butterfly	skin

Butterflies are beautiful, flying _____ that have large scaly wings. Like all insects, they have _____ jointed legs, 3 body parts, a pair of antennae, compound _____, and an exoskeleton. The three body parts are the head, thorax (the _____), and abdomen (the tail end).

The butterfly's body is covered by tiny sensory hairs. The four wings and the six legs of the butterfly are attached to the thorax. The thorax contains the muscles that make the legs and wings move.

Butterflies and moths undergo complete _____ in which they go through four different life stages.

1. **Egg** - A _____ starts its life as an egg, often laid on a _____.
2. **Larva** - The larva (_____) hatches from an _____ and eats leaves almost constantly. The caterpillar molts (loses its old _____) many times as it grows. The caterpillar will increase up to several thousand times in size before pupating.
3. **Pupa** - It turns into a pupa (chrysalis); this is a resting stage.
4. **Adult** - A beautiful, _____ adult emerges. This _____ will continue the cycle.



Butterfly Anatomy and Life Cycle

Cloze Activity Answer Sheet

Fill in the blanks below using words from the word bank.

Word Bank:

metamorphosis	six	caterpillar
insects	flying	egg
eyes	adult	chest
leaf	butterfly	skin

Butterflies are beautiful, flying insects that have large scaly wings. Like all insects, they have six jointed legs, 3 body parts, a pair of antennae, compound eyes, and an exoskeleton. The three body parts are the head, thorax (the chest), and abdomen (the tail end).

The butterfly's body is covered by tiny sensory hairs. The four wings and the six legs of the butterfly are attached to the thorax. The thorax contains the muscles that make the legs and wings move.

Butterflies and moths undergo complete metamorphosis in which they go through four different life stages.

1. **Egg** - A butterfly starts its life as an egg, often laid on a leaf.
2. **Larva** - The larva (caterpillar) hatches from an egg and eats leaves almost constantly. The caterpillar molts (loses its old skin) many times as it grows. The caterpillar will increase up to several thousand times in size before pupating.
3. **Pupa** - It turns into a pupa (chrysalis); this is a resting stage.
4. **Adult** - A beautiful, flying adult emerges. This adult will continue the cycle.



Butterfly Life Cycle Mobile

Materials:

- Many colors of construction paper, oak tag, or gift wrap
- Pencil
- Scissors
- Yarn or string
- Glue stick
- A sturdy paper plate
- Markers, crayons, or paint
- Stapler or tape



1. Draw a spiral on a paper plate. Cut along the line.
2. Using green construction paper, draw a leaf and cut it out. Either draw tiny butterfly eggs on it or glue on tiny paper circles (either cut them out or use a hole punch to make some). A cluster of butterfly eggs are usually laid on the underside of a leaf; the eggs are white or yellow or greenish, and are circular to oval.
3. Draw and cut out a caterpillar (the egg hatches into a caterpillar, which spends its entire time eating leaves). Decorate it.
4. Draw and cut out a pupa (the stage during which the caterpillar makes a protective case around itself and turns into a butterfly). Decorate it.
5. To make butterfly wings, fold a small piece of paper in half, and draw half a butterfly along the fold line.
6. Using dark paper, make a body for your butterfly (it's basically a long oval with a circular head). Glue the body to the wings and decorate your butterfly.
7. Staple or tape the stages in the butterfly's life cycle to string and then to the paper plate. Attach another short length of string to the plate; it will be used to hang the mobile up. You now have a great butterfly life cycle mobile.

Adapted from enchantedlearning.com



Good Friday

*There was no glory on the hills that day;
Only dark shame,
And three stark crosses rearing at the sky.
Only a whining wind,
And jeering,
And an anguished voice
Crying forgiveness.*

Then darkness fell.

*We sit today in cushioned pews
And for three hours we watch with Him,
Singing and praying,
Hearing quiet words.
There is a gentle rustle as we move in and out,
Too busy to stay long,
Or else too tired
To sit so long a time
In cushioned pews.*

*We see a golden cross
And pray to God
That some day,
In His own good time,
The world may do his will.
But we ourselves
Have little time to help-
Except to say a prayer
On cushioned pews.*

*The golden cross is all aglow
In candle flame.
It burns like flame.
Like flame it burns into my heart-
The golden cross on fire-*

*The golden cross has turned to fire
The candle glow-
Has set the cross on fire-
The burning cross up on the altar
Cries-*



*Cries out to me.
The flaming cross is burned into my heart!*

*The others have not seen.
There is the golden cross
And candle glow.*

*There was no glory on the hills that day;
But one stark cross
Against a vacant sky.*

Martha Provine Leach Turner



Adapted from, Clarke, Thomas Curtis and Gillespie, Esther A., 1,000 Quotable Poems. New York. Random House. 2000

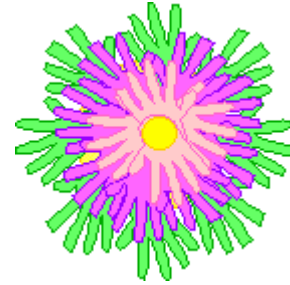


Paper Plate Flower

Grades K - 2

Materials needed:

- A paper plate
- Colorful construction paper
- Scissors
- Glue (or a stapler)



Procedure:

1. Trace a child's hand on colorful construction paper, at least 10 times.
2. Cut out the hand tracings.
3. Glue or staple a circle of handprint tracings (fingers pointing outwards) around the outside of the plate - the fingers are the flower's petals.
4. Glue or staple another circle of handprint tracings at the center of the plate.
5. Glue a small paper circle in the center of the flower.



Adapted from enchantedslearning.com

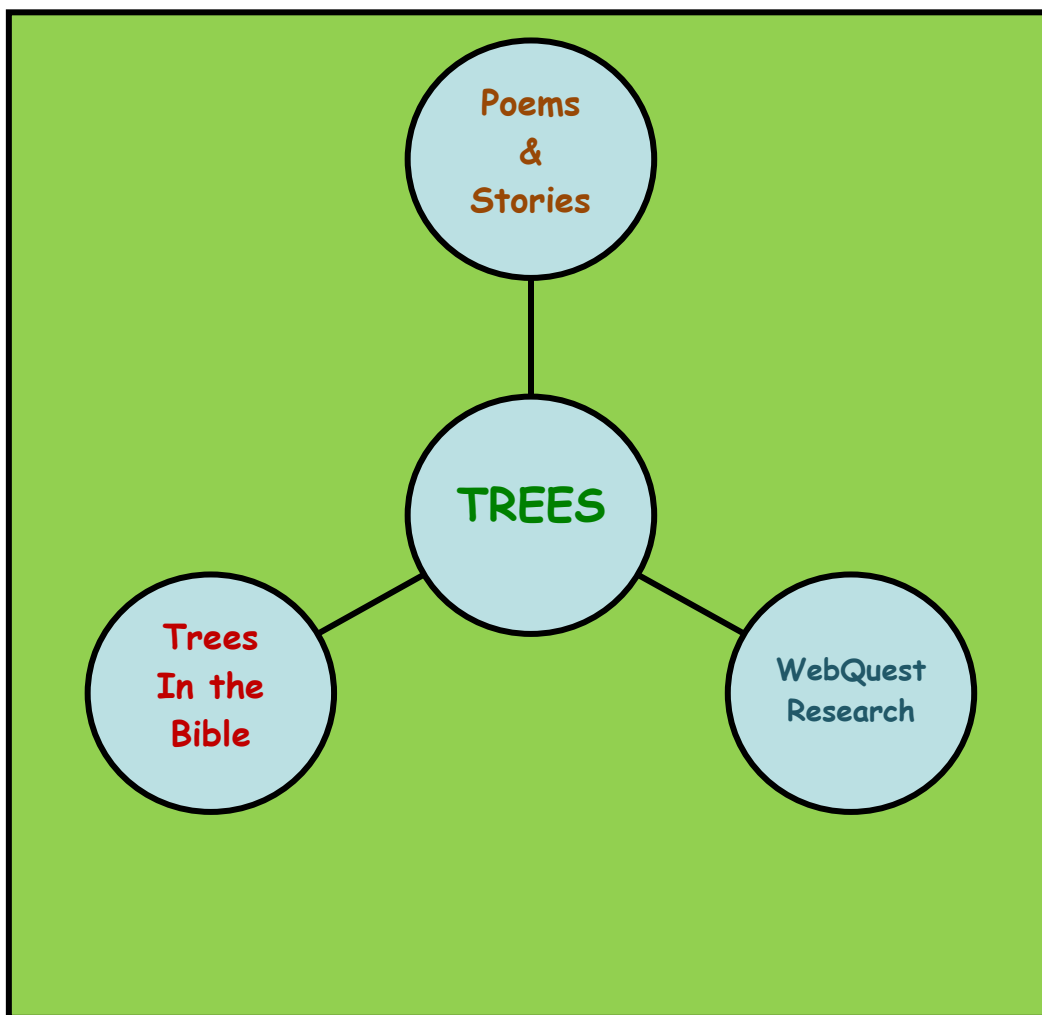


Celebrating Earth Day

Earth Day Unit

Objective: To learn more about the value of trees in the environment.

Directions: Share and discuss the poem and the story about trees in the Earth Day unit. Have students write their own poem and story about trees.





City Trees

The trees along our streets
 Are lovely, gallant things;
 Their roots lie deep in blackened soil,
 And yet they spread their wings

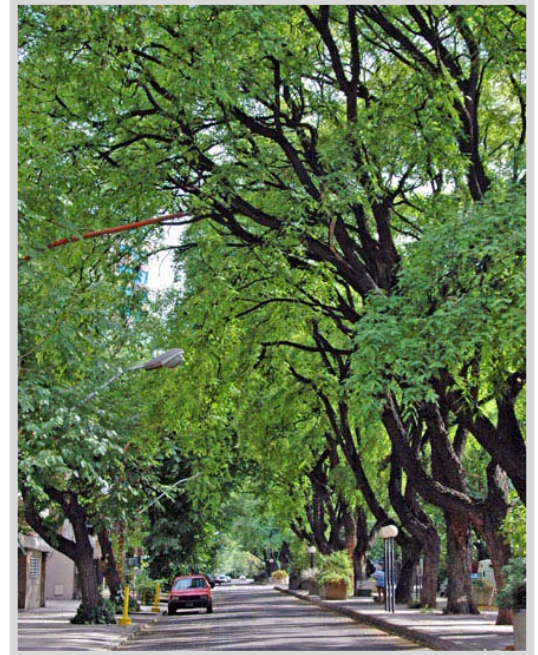
Of branching green or fretted twigs
 Beneath a sullen sky,
 And when the wind howls banshee-like
 They bow to passers-by.

In Fall their leaves are bannerettes
 Of dusty red and gold
 And fires dim that warm our hearts
 Against the coming cold.

Then delicate through winter's snow
 Each silhouette still makes
 Black filigree, with frostings rare
 Of silver powdered flakes.

But leafed or bare, they bravely rise
 With healing in their wings-
 The trees along our city streets
 Are lovely, gallant things.

Vere Dargan



Adapted from, Clarke, Thomas Curtis and Gillespie, Esther A., 1,000 Quotable Poems. New York. Random House. 2000



The Proud Oak Tree

An Old Fable

The oak said to the reed that grew by the river, "It is no wonder that you make such a sorrowful moaning, for you are so weak that the little wren is a burden for you, and the lightest breeze must seem like a storm wind. Now look at me!



No storm has ever been able to bow my head. You will be much safer if you grow close to my side so that I may shelter you from the wind that is now playing with my leaves."

"Do not worry about me," said the reed. "I have less reason to fear the wind than you have. I bow myself, but I never break. He, who laughs last, laughs best!"

That night there came a fearful hurricane. The oak stood erect. The reed bowed itself before the blast. The wind grew more furious, and, uprooting the proud oak, flung it on the ground.

When the morning came there stood the slender reed, glittering with dewdrops, and softly swaying in the breeze.

Adapted from, www.apples4theteacher.com/holidays/arbor-day/kids-short-stories/the-proud-oak-tree.html



Trees in the Bible

Directions: *Genesis 2:9* says that God planted all sorts of trees in the Garden. List the trees mentioned in the following texts. Give a brief description of each.

Texts	Names of Trees
Genesis 21:33	
Exodus 15:27	
Exodus 36:20	
Isaiah 44: 14	
Judges 9:10	
1 Samuel 14:2	
2 Samuel 5:23	
2 Kings 19: 23	



Trees in the Bible Answer Key

Directions: Genesis 2:9 says that God planted all sorts of trees in the Garden. List the trees mentioned in the following texts. Give a brief description of each.

Texts	Names of Trees
Genesis 21:33	<u>Tamarisk</u> : A tree with leaves resembling scales. Flowers white to pink in terminal spikes.
Exodus 15:27	<u>Palm</u> : A tree or plant typically with a trunk without branches and a crown of pinnate or palmate leaves on top.
Exodus 36:20	<u>Acacia</u> : A tree that has narrow leaves and dark fruit pods, flowers: small, and yellow.
Isaiah 44: 14	<u>Oaks</u> : A deciduous tree that has acorn and lobed leaves. Grown for its shade and wood. <u>Cypress</u> : any of numerous evergreen conifers.
Judges 9:10	<u>Fig</u> : A tree that produces a pear-shaped fruit with sweet flesh and many seed, often preserved or dried.
1 Samuel 14:2	<u>Pomegranate</u> : A small trees that can grow to 20 or 30 ft. Pomegranate fruits have numerous seeds within a tart juicy red pulp.
2 Samuel 5:23	<u>Balsam</u> : A tree that yields a fragrant resinous substance, especially a balsam fir.
2 Kings 19: 23	<u>Cedar</u> : A tall evergreen tree with spreading branches, needles, and a large rounded upright cone.



City Trees WebQuest Project

Objectives

- To make the students more aware of their environment.
- To teach students about the benefits of trees in urban areas.
- To help students discover reasons for planting trees.



Introduction:

A group of residents recently led a protest regarding the planting of trees on their street. They felt that the trees would grow and the roots would damage the sidewalk and then they would have to cover the cost to get it repaired. Do you think their protest is justified?

Procedure

1. Use the links provided in the WebQuest resources to research the benefits of tree planting in urban and rural communities.

http://www.ecokids.ca/pub/eco_info/topics/climate/tree_planting/why_plant

<http://www.treesaregood.com>

<http://www.dnr.state.md.us/Forest/Publications/urban.html>

<http://www.apple.com/ilife/tutorials/#iphoto-intro>

2. Questions that you are expected to answer.

- Why plant trees?
- What are some reasons for planting trees?
- How does the planting of the trees benefit urban communities?
- From what you have learned about trees and the environment, what advice would you give to the residents who were protesting?
- What recommendations would you give to the Department of Environment Protection that is responsible for the tree planting project?
- Present your findings in a presentation, podcast or a written report.



Mother's Day Coupon



MOTHER'S DAY COUPON

Redeem this coupon for one

Back Rub

She opened her mouth with wisdom; and in her tongue is the law of kindness.

Proverbs 31:26



MOTHER'S DAY COUPON

Redeem this coupon for one

Breakfast in Bed

She opened her mouth with wisdom; and in her tongue is the law of kindness.

Proverbs 31:26



MOTHER'S DAY COUPON

Redeem this coupon for one

Garden Weeding

She opened her mouth with wisdom; and in her tongue is the law of kindness.

Proverbs 31:26



MOTHER'S DAY COUPON

Redeem this coupon for one

Car Wash

She opened her mouth with wisdom; and in her tongue is the law of kindness.

Proverbs 31:26



MOTHER'S DAY COUPON

Redeem this coupon for one

Doing the Dishes

She opened her mouth with wisdom; and in her tongue is the law of kindness.

Proverbs 31:26



MOTHER'S DAY COUPON

Redeem this coupon for one

Big Hug

She opened her mouth with wisdom; and in her tongue is the law of kindness.

Proverbs 31:26



Internet Resources

<http://www.math-drills.com/multiplication.shtml>

This page is full of free multiplication worksheets that are suitable for assessment of curriculum expectations, algorithm study/practice, mental math practice, and manipulative activities. One of the great features of these free multiplication worksheets is that they include answer keys.

www.WondrousWorksheets.com

This website provides educational worksheets for children handwriting, spelling, grammar, math, Science, and more.

www.freekidscrafts.info/

Get fun free crafts for preschool activities, holidays, scrapbooking, quilting, crochet and more here.

www.thinkQuest.org

This site is a learning platform where teachers and students create learning projects.

www.Superteacherworksheets.com

Free printable worksheets are available here for teachers and home school families.

www.worldofteaching.com

Free PowerPoint presentations are available in Biology, Chemistry, Mathematics, English, History, Physics, Geography, Spanish, and more.

www.sitesforteachers.com

Hundreds of websites are available here for teachers.

www.readingA-Z.com

Printable books, lesson plans, and worksheets are available here to teach guided reading and key reading skills.

www.free-clipart-pictures.net

This website offers free clipart downloads in dozens of categories.



Resources

Campbell Murphy, Elspeth. *CHALKDUST Prayer Meditations for Teachers*. Grand Rapids: Baker Book House Company, 1979.

Clarke, Thomas Curtis and Gillespie, Esther A. 1,000 Quotable Poems. New York: Random House, 2000.

DeRubertis, Barbara. Holidays and Heroes: Columbus Day. Minneapolis: Kane Press, 1992.

Lujan, Michael L. Behavior Guide, Mentoring Minds, L. P. 2007

Paddock, C.L., God's Minutes, Hagerstown: Review and Herald, 1990

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Tutchman, Gail. Great Art Ideas For K -3. Mahwah: Troll Associates. 1992.

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<http://www.podcasting-tools.com>

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<http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-celebrations/columbus.html>

<http://www.education-world.com>

<http://library.thinkquest.org/10320/Starter.htm>

www.enchantedlearning.com

