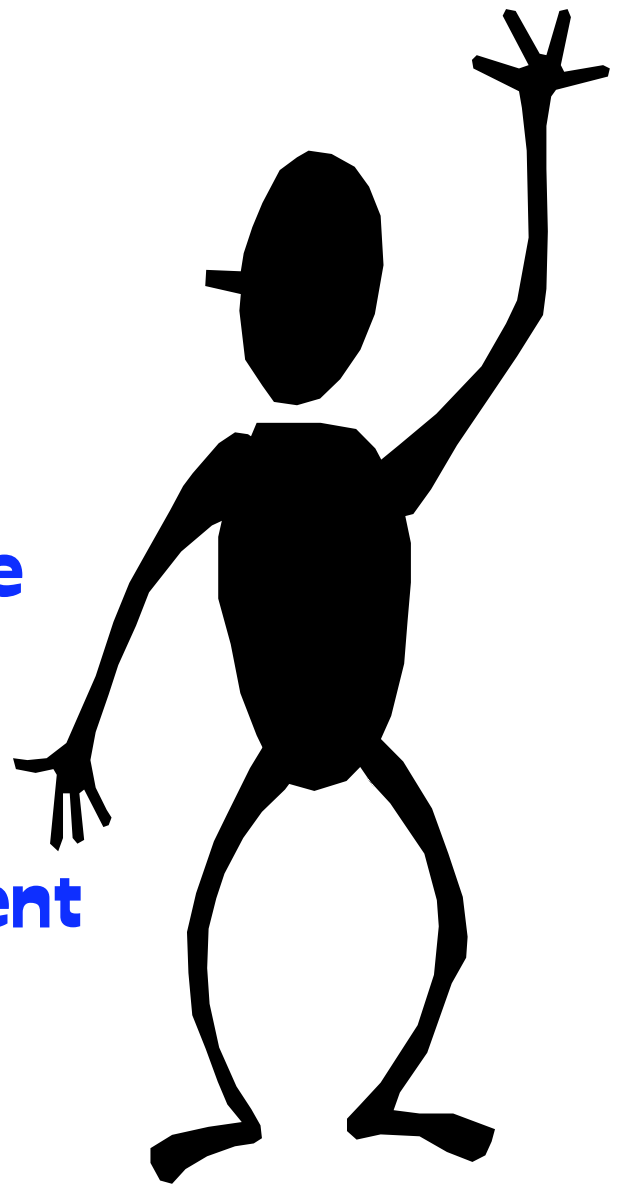


# Tips

**Tools of the Trade**  
**Forms**  
**Ideas**  
**How to be Successful**  
**Classroom Management**

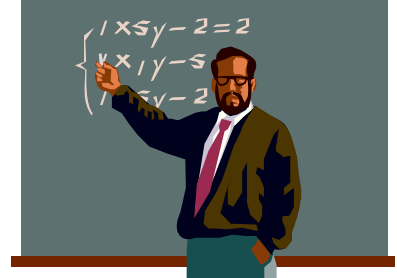


## Motivation

Dear Journal:

*I could teach them if I could only get their attention! I could teach them if they were interested! I could teach them if I could only motivate them!*

*Tired Teacher*



Are you having a hard time getting the attention of your students? Getting students' attention is becoming more of a challenge every day. You compete daily with television overload, video games, inattentive parents, younger parents, homelessness, unsupervised children, drug and alcohol-infested neighborhoods, and so much more. Many of the children that walk into your classroom every day just don't know how to pay attention and find it hard to sit long enough to learn. Here is some good news!

Motivation is defined as something that "causes a person to act." So, what can you do to motivate your students? The answer is not to try to entertain or bribe them into learning. Instead, you have to rekindle their natural desire and motivation to learn. Active learning works to help you make the most of your teaching time and keep the kids interested and involved.

Your students' attention is a ticking bomb. Research shows that you have 15 seconds before the bomb goes off. 🚫

### WHAT WORKS TO GET AND KEEP THEIR ATTENTION?

- 1) **Make your lessons fast-paced.** Every time a lesson drags, you risk losing students' attention. Active learning strategies such as group discussions and building models provide ways to do this.
- 2) **Give students lots of chances to work in small groups.** Students participate in discussions and work out problems.
- 3) **Teach students to pay attention.** You can teach these skills just as you teach math or science. Suggestion: Make a paper stoplight for each desk. Then teach the ~~stop, look, listen~~ strategy. Students put their hands on the red light when you tell them to stop, on the yellow while they look at you, and on the green while they listen to your instructions.
- 4) **MAKE LESSONS ACTIVE.** You know that students learn by doing. Use many hands-on science activities.
- 5) **Tightly focus you lessons.** Pick a few objectives to concentrate on each day, and then let students really dive in. They will do more thinking.
- 6) **Be consistent.** Establish patterns for how you discipline students, organize your lessons, and expect students to behave.
- 7) **Integrate computers.** Working with the computer really motivates today's technology-savvy kids. Join them!
- 8) **Help your students understand why what they are learning is important.** Help your students see how the material being taught connects to real life.
- 9) **Give children a stake in their learning.** Encourage your students to become experts on specific aspects of what they are studying.
- 10) **Go deeper with topics and themes.** Give your students a chance to get below the surface and really explore the subject.

*Adapted from Learning, March, 1995*



## SIZING UP YOUR CLASSROOM ENVIRONMENT

For student to be motivated to learn, they have to feel safe taking risks and exploring the unknown. Here are the five qualities that Merrill Harmin, founder of Inspiring Strategy Institute, has identified as characteristics of truly motivating and inspiring classrooms. Rate your classroom to determine how strong these qualities are.

### DIGNITY

1      2      3      4      5

1. **No personal dignity**—Students slouch, mope, and show little self-confidence and self respect.
5. **Clear dignity in all**—Students sit and walk tall, speak up, and seem self-assured.

### ENERGY

1      2      3      4      5

1. **Energy level is too high or too low**—Pace is either slow and lifeless or frantic and stressful.
5. **Energy level is comfortable**—The mood is comfortable, lively but not frantic. Time tends to fly.

### AWARENESS

1      2      3      4      5

1. **Students are unresponsive**—Students seem bored and inattentive. Talk is uncreative and routine.
5. **Students are aware and alert**—Students are concentrating, observing, listening, evaluating. Talk is creative and innovative.

### SELF-MANAGEMENT

1      2      3      4      5

1. **Students only follow orders**—Students don't take responsibility or initiative.
5. **Students are self-directed**—Students work persistently, without scolding or nagging.

### COMMUNITY

1      2      3      4      5

1. **Students are self-centered**—Students don't show teamwork, loyalty, or a sense of belonging.
5. **Strong feeling of togetherness**—Students share, cooperate, and support one another.

### WHAT'S YOUR SCORE?

**21-24:** You're one motivating, inspiring teacher. Keep up the good work!

**16-20:** Your kids are interested, but you're losing a few. Look around your classroom to see what you can do to improve. Try using a variety of effective praise statements that identify specific accomplishments, such as "Andrew, your story was so interesting that I read it twice," instead of "Good job."

**10-15:** Your students could be learning more. Ask a fellow teacher or supervisor to observe your class and help you come up with ideas to improve the atmosphere.

**5-9:** Help! Take another look at the 10 techniques and start incorporating some fresh teaching strategies into your program; add more energy and excitement—it's contagious!

Use both extrinsic rewards (motivators such as stickers and trinkets) and intrinsic rewards (motivators such as a sense of accomplishment and personal pride; rewards gained from the doing of the learning task itself) to help motivate those in your classroom. The things you say and your classroom's atmosphere affect your students' motivation to learn once you have their attention.

## **Negative “Put-Downs”**

**Avoid negative “put-downs” when trying to promote an idea.**

**The following phrases are ways to destroy a good idea.**

Don't be ridiculous  
It can't be done  
We're not ready for that  
It won't work in our industry  
Has anyone else tried it?  
We'll be the laughing stock  
We're doing the best we can  
We did all right without it  
That doesn't bother us  
If it was good – We'd already be doing it  
Let's form a committee  
Too hard to sell  
Can't teach an old dog new tricks  
It isn't in the budget  
You're two years ahead of your time  
Let's get back to reality  
That's not our problem  
We don't have the time  
We're too small for it  
We've never done it before  
Why change it? It's still working okay  
It's too radical a change  
It costs too much  
That's not our responsibility  
We've tried that before



## Tips

### All-Academic Fair

Perhaps your school has held a Science Fair in which students have researched, conducted experiments, made collections, etc., and displayed them on a designated “Science Fair Day” to the public. Consider broadening your Fair to incorporate other curriculum fields. Give students an opportunity to branch out into academic areas such as Math, Language, Health, Bible, Social Studies, Art, Media Technology, etc. Here are a few examples of what some students in one school did:

Researched where dinosaurs came from  
Studied what a veterinarian does  
Learned how a small engine operates  
Studied about dolphins  
Read up on foreign currency  
Researched hamsters  
Produced various forms of art  
Learned words of a foreign language

Studied the history of the Space Shuttle  
Researched the left side of the brain  
Learned about the functions of the liver  
Studied the history of a local town  
Researched the effects of smoking  
Studied about penguins  
Discovered Biblical grounds for the Sabbath  
Conducted a poll in the community on TV

Typically students participating in a Science Fair research under the guidance of their instructor and/or parents. They research, experiment, write a paper on their findings and produce a display. The same can hold true for an All-Academic Fair. The teacher can establish a set of requirements all students are expected to meet no matter what subjects they should choose. Here is a sample of requirements you may want to choose from:

Choose a topic and discuss it with your parents and teacher (due March 4)  
Prepare a 4-page written report of findings with a front cover and a bibliography  
Include in your report illustrations, charts, drawings, and a spiritual lesson or life application  
Show evidence of using three or more resources in your report  
Make a display board and provide a collection, model, samples, visual aids, etc.  
Present your findings in an oral presentation to your class  
Be available at your display during the publicly held Fair to answer questions

Extra credit for typed reports, longer reports, interviews, use of more resources, use of handouts or guest involvement at the Fair, etc.

With an All-Academic Fair students can be given the opportunity to explore other areas of the curriculum besides science as well as to become self-motivated in their research projects.



## Tips

### Excuses

Do your students care if they do their homework or complete it on time? The next time a student comes to class without his homework, have him write his reason on the form below. (You may want to duplicate these sheets on brightly colored paper so that parents will be sure to notice them.) Send the sheet home to inform the parents about their child's homework record. Place returned forms in a special folder to use during parent conferences.

#### HOMEWORK NOTICE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assignment: \_\_\_\_\_

Date due: \_\_\_\_\_

I did not bring/complete/do (circle one) my homework because

\_\_\_\_\_

Parent signature: \_\_\_\_\_

### Doggone Excuses

A class of high school sophomores had been assigned a term paper. Now the day of reckoning had come, and the papers were due to be handed in. The teacher knew that a particular student, named Gene had not been working steadily on his paper as others had in the class. He was prepared for some sort of excuse. When the teacher went to collect the papers, Gene said, "My dog ate it." The teacher, who had heard them all, gave Gene a hard stare of unbelief. But Gene insisted and persisted. "It's true. I had to force him, but he ate it."



Show Your Work

Name \_\_\_\_\_

Date \_\_\_\_\_

Lesson /Page \_\_\_\_\_







# Help Your Child Do Better in School

"American children must be ready to learn from the first day of school. And of course, preparing children for school is a historic responsibility of parents."

~Former President George H.W. Bush

Some children do well in school. They learn quickly and remember facts. They "catch on."



Some don't do so well. They have trouble paying attention. Their grades are poor. Yet they may be as smart as--or smarter than--their successful classmates.

## Why the difference in performance?

It may not be a question of I.Q. but of behavior and attitude. Research has shown that these qualities affect success in the classroom.

Successful students behave in certain ways. They have the "right" attitude. They're motivated . . . they pay attention . . . they've relaxed . . . they ignore distractions that might interfere with learning. And when they need help with schoolwork, they know how to get it.

None of those things are inborn, but they can be learned. And you, as a parent, can help a child learn them.

The Office of Educational Research and Improvement (OERI) offers four steps children can take to become better students. They are for children of all grades. They will sound simple, because they are. But they can make a world of difference to your youngsters.

You can teach your children strategies for the four steps:

- \* Paying attention
- \* Keeping interested in schoolwork
- \* Learning and remembering
- \* Studying



## Paying Attention

Children can learn the knack of paying attention. Never threaten or order them to "pay attention" in school as it won't work! Some simple techniques will. They are:

## Tips



\* Using self-talk and positive images. *Children can use words or phrases to help control attention.* For example, they can tell themselves to keep their eyes on the blackboard while the teacher is writing on it to explain a problem. You can help them practice positive self-talk at home in various situations: when playing a game, helping around the house, or working at a hobby.

\* Help them to stop negative self-talk ("It's hopeless"), and to be positive about themselves, to say, "I can do it." *Positive self-talk* might include the slogan: "Quitters don't win and winners don't quit."

\* No more negative images, either! *Children can and must learn to see themselves doing well in school.* Tell them to picture themselves answering questions correctly in class and feeling good about knowing the answers. Spend time talking with them about their successes (as well as their difficulties).

\* *Asking questions.* This helps children focus their attention while studying. When reading about World War II, students might ask themselves "Which countries were our friends and allies? Which were Germany's? Which countries did Germany occupy?"



\* You can suggest general questions to a child, such as: "What is this paragraph about? Who did what and why? Is the main point true or false?" *Asking questions can grab wandering attention.*

\* *Setting specific study goals.* Your children can set goals that will help improve attention. Ask them to study a lesson until they can tell you the main point of the paragraph . . . or solve a specific math problem . . . or know specific names, dates, and places mentioned in the text. Discuss each goal. Remember that many small goals, one after another, are better than a single large one.

## Keeping Interested

Learning is a joint effort. Everyone must help if students are to learn. Teachers are responsible for teaching and parents for parenting, but students must realize that no one else can do their learning for them.

Children must believe that the hours they spend studying and the effort they put into it make the difference between success and failure. Some youngsters believe other things control success/failure--teachers, basic intelligence, or luck. They ignore their own responsibility.

You can help your children accept the fact that their efforts do make a difference. The next time they bring home test results, written comments, or report cards, discuss the reasons why they did well or poorly. Help them relate their efforts to the result.



## Tips



Reward a child for improvement. Your praise is music to your child's ears. You might consider treats or trips or privileges for special achievements. Do stress the benefits of doing well in school. Some benefits are immediate, such as having more free time, and some are long-term, such as getting a scholarship or an interesting job.

## Remembering

OERI research has shown that a child's success in school is determined not just by intelligence but by the strategies he or she uses to master many facts and ideas.

Understanding a subject doesn't just happen. It takes work. It requires taking an interest in the subject, and relating new information to familiar information.

Besides teaching the strategies for paying attention, you can help you child use various strategies to remember. You can decide how best to adapt a particular strategy.

### Here are the strategies:

\* Making inferences. Encourage your children to try to draw conclusions from the material they are studying. When they are reading about an invention--perhaps the telephone--they could consider what people would do without telephones.



\* Building bridges. It helps children to build a bridge between the new and the old--between new information and things they already know. They should look for similarities between the new and the familiar. For example, a child studying our court system could relate the judge's role in settling disputes to his or her own experience with arguments and disagreements.

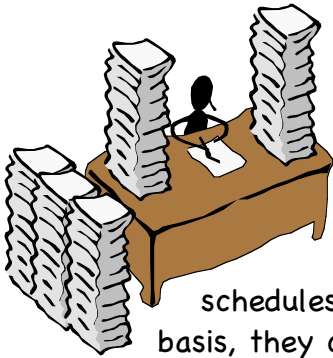
\* Finding the main ideas. As students listen or read, they must frequently ask themselves, "What's the point being made here?" By constantly looking for the main idea, they concentrate on learning the important material. This also helps to keep them actively engaged in studying.

\* Categorizing information. Many school activities involve learning and remembering large amounts of information. Sometimes there are long lists of names and dates. When there are many items of information to learn, students should group them in categories. Students in beginning music classes don't try to remember the names and characteristics of every musical instrument, but group them: percussion, woodwinds, strings, and brass. Your children should try this technique in subjects ranging from geography to English to math.





### Studying



Your children need a place to study. Whether you live in a one-bedroom apartment or a sprawling ranch house, you can set aside a study area. It can be a desk in a bedroom or kitchen table. But it must be fairly quiet with good light.

Children also need a time for studying. Help your children create schedules. If they set aside time for chores, work, fun, and study on a weekly basis, they can make better use of their time. These schedules should be flexible enough to allow trade-offs and shifts when necessary.

\* **Previewing material.** Encourage children to begin an assignment by previewing the material--for example, by reading the introduction to a chapter, the headings, and summary. This is like looking at a road map. Here they create a mental "map" of what is ahead. They complete the "map's" details when they read the chapter.

\* **Reading and thinking.** When reading the chapter, they should try to fit details into their mental "map." This is the time to use the attention-grabbing strategies--self-talk, positive images, and questions. It helps if they pause before each new section to "test" their understanding. Using the strategies for learning and remembering, they can ask: "What conclusions can I draw from this? How should I categorize the information? Do I see analogies? What are the main ideas?"

\* **Taking notes.** Children can't remember everything they read. It will help them, though, to take notes of the main points. These notes serve as a summary of the most important points. The act of taking them and reviewing them will help the student to categorize the material, understand, and remember it. And the notes will help in preparing for tests.

\* **Self-Testing.** Children should test themselves to see what they know and don't know. They can then apply their study time more efficiently to the sections on which they are weakest. You can help by making up test questions, for example, "What are the chief food products of the country being studied? Why? Do we use these in our home?"

\* **Preparing for Tests.** Encourage your children to prepare for tests by spacing studying over days or weeks. They should make sure they understand the material and relate it to what they already know. They should review it more than once. "Cramming" the night before is not a good idea, and it is important to get a good night's sleep.

These steps to success can help all students--from grade school to high school. They can help poor students improve. They can help good students get better. We hope they will help your children!

Adapted from:  
Office of Educational Research and Improvement  
U.S. Department of Education





# Tips of the Trade

## **Aha! or I Still Don't Get It! Or The Most Important Thing I Learned Today!**

With 5 minutes left in class, I like to have the kids provide an answer to a basic question relating to facts presented or concepts taught in the course. They are provided with a small form that has an appropriate graphic on it. The heading may be "AHA" or "I Still Don't Get It" or "The most important thing I learned today" OR it could be an answer to one of 10-15 questions I display on an overhead.

They have to write their answer and present it to me on their way out the door. If it calls for something factual (usually basic questions) the answer must be correct before they leave. In that case, they may choose another question.

The students enjoy ending the class on an energetic note. You will find the feedback invaluable in evaluating your success with the class on any given lesson. Use the feedback for reviewing the following day. The students enjoy "Feedback!"

## **Journal Writing as Closure**

Journal writing is a great way to close a lesson. It keeps the students focused and provides an opportunity for them to express their thoughts in a constructive way. Make a practice to give them a focus question or something you want them to reflect on and write about in their journal - related to what you expected them to learn. It is also important to check their journals to see if they are on track with what you wanted them to learn

## **Summarize the Lesson**

Use the last five minutes of a lesson to get your students to tell you what they learned as a result of the lesson. A large chart in front of the room is a great way to list students' responses so that all can benefit. Students can copy what you write on the chart during free time or while you are recording the responses. You can leave the chart up for the remainder of the day, or tear off the sheet and tape it somewhere in the classroom for students to access during the day. It also serves as a great reminder. You can then save it and refer to it during review. This is also can be done with a PowerPoint presentation if you have technology available."



### A World of Review

Prepare a list of review questions for your lesson. Use an inflatable globe (or any soft ball). Ask the first question and throw the ball to a student. If the student who catches the ball answers the question correctly, he/she may throw the ball for the next question. If the student doesn't answer correctly, the ball is returned to the teacher. Continue until the review is completed.

### A Golden Opportunity . . .

Have a book to read from when you find that you have "5 minutes left to go." Choose a book that you know will be interesting to your students and is related to what they are learning. Tell them that you will be reading five minutes from this book when you have any time left...be it at dismissal, before lunch, transition time before specials start, or any free time that is available. It tends to calm students down before they are on the move. It is also a good way to develop listening skills and appreciation for story time. This also works well to settle students in at the beginning of a class period.

**Browning Elementary Middle Grades students were asked to contribute some teaching tips. Here are a few:**

- 🌐 One tip for teachers is to make sure that you talk to your students like people - not little kids that don't get it! In other words—don't talk to them like they're stupid!! Because I know what it's like to be talked to that way and I for one take it very personally.... and I do not like it at all!
- 🌐 Some more tips for teachers>>> Listen, I understand that you have to get down to business in order to be serious about school and to get your work done-- but you will have much better students if you try and joke around with them and be fun! You and your students will just have an all around better day!
- 🌐 This is a must do kind of thing>>> NEVER LOAD YOUR STUDENTS WITH HOMEWORK.... THEY NEED HOMEWORK BUT NOT SO MUCH HOMEWORK THAT IT TAKES THEM TILL 8:00 OR 8:30 TO FINISH!!!!
- 🌐 Some tips for teachers is I think they should liven up what their talking about - like have kids read, have hands-on things.
  - 🌐 Keep your patience when times are hard 'cause God is always there for you.





## Tips to Help Classroom Discipline and Management

Classroom discipline and management causes the most fear and consternation in new teachers. However, classroom management is a skill that is not only learned but practiced daily. Here are ten tips that can lead to successful classroom management and discipline. These tips can help you cut down on discipline problems and leave you with fewer interruptions and disruptions.

### 1) It's Easier to Get Easier

Many teachers make the mistake of starting the school year with a poor discipline plan. Students quickly assess the situation in each class and realize what they will be allowed to get away with. Once you set a precedent of allowing a lot of disruptions, it can be very hard to start better classroom management and discipline techniques. However, it is never tough to get easier as the year goes on. While you don't have to follow the adage, "Never smile until Christmas," it does have its merits.

### 2) Fairness is Key

Students have a distinct sense of what is and what is not fair. You must act fairly for all students if you expect to be respected. If you do not treat all students equitably, you will be labeled as unfair students will not be keen to follow your rules. Make sure that if your best student does something wrong; they too get punished for it.

### 3) Deal with Disruptions with as Little Interruption as Possible

When you have classroom disruptions, it is imperative that you deal with them immediately and with as little interruption of your class momentum as possible. If students are talking amongst themselves and you are having a classroom discussion, ask one of them a question to try to get them back on track. If you have to stop the flow of your lesson to deal with disruptions, then you are robbing students who want to learn of their precious in-class time.

### 4) Avoid Confrontations in Front of Students

Whenever there is a confrontation in class there is a winner and a loser. Obviously as the teacher, you need to keep order and discipline in your class. However, it is much better to deal with discipline issues privately than cause a student to 'lose face' in front of their friends. It is not a good idea to make an example out of a disciplinary issue. Even though other students might get the point, you might have lost any chance of actually teaching that student anything in your class.



### 5) Stop Disruptions with a Little Humor

Sometimes all it takes is for everyone to have a good laugh to get things back on track in a classroom. Many times, however, teachers confuse good humor with sarcasm. While humor can quickly diffuse a situation, sarcasm may harm your relationship with the students involved. Use your best judgment but realize that what some people think as funny others find to be offensive.

### 6) Keep High Expectations in Your Class

Expect that your students will behave, not that they will disrupt. Reinforce this with the way you speak to your students. When you begin the day, tell your students your expectations. For example, you might say, "During this whole group session, I expect you to raise your hands and be recognized before you start speaking. I also expect you to respect each other's opinions and listen to what each person has to say."

### 7) Over Plan

Free time is something teachers should avoid. By allowing students time just to talk each day, you are setting a precedent about how you view academics and your subject. To avoid this, over plan. When you have too much to cover, you'll never run out of lessons and you will avoid free time. You can also fill up any left over time with mini-lessons.

### 8) Be Consistent

One of the worst things you can do as a teacher is to not enforce your rules consistently. If one day you ignore misbehaviors and the next day you jump on someone for the smallest infraction, your students will quickly lose respect for you. Your students have the right to expect you to basically be the same everyday. Moodiness is not allowed. Once you lose your student's respect, you also lose their attention and their desire to please you.

### 9) Make Rules Understandable

You need to be selective in your rules (no one can follow 180 rules consistently). You also need to make them clear. Students should understand what is and what is not acceptable. Make sure that the consequences for breaking your rules are also clear and known ahead of time.

### 10) Start Fresh Everyday

This tip does not mean that you discount all previous infractions, i.e. if they have three tardies then today means four. However, it does mean that you should start teaching your class each day with the expectation that students will behave. Don't assume that because Sally Sue has disrupted your class everyday for a week, she will disrupt it today. By doing this, you will not be treating her any differently and thereby setting her up to disrupt again (like a self-fulfilling prophecy).

Adapted from: <http://712educators.about.com/od/discipline/tp/disciplinetips.htm>







## Six Keys to Being a Successful Teacher

The most successful teachers share some common characteristics. Here are six keys to being a successful teacher. Every teacher can benefit from focusing on these important qualities. Success in teaching, as in most areas of life, depends almost entirely on your attitude and your approach.

### 1) Sense of Humor

A sense of humor can help you become a successful teacher. Your sense of humor can relieve tense classroom situations before they become disruptions. A sense of humor will also make class more enjoyable for your students and possibly make students look forward to attending and paying attention. Most importantly, a sense of humor will allow you to see the joy in life and make you a happier person as you progress through this sometimes stressful career.

### 2) A Positive Attitude

A positive attitude is a great asset in life. You will be thrown many curve balls in life and especially in the teaching profession. A positive attitude will help you cope with these in the best way. For example, you may find out the first day of school that you are teaching Algebra 2 instead of Algebra 1. This would not be an ideal situation, but a teacher with the right attitude would try to focus on getting through the first day without negatively impacting the students.

### 3) High Expectations

An effective teacher must have high expectations. You should strive to raise the bar for your students. If you expect less effort you will receive less effort. You should work on an attitude that says that you know students can achieve to your level of expectations, thereby giving them a sense of confidence too. This is not to say that you should create unrealistic expectations. However, your expectations will be one of the key factors in helping students learn and achieve.

### 4) Consistency

In order to create a positive learning environment your students should know what to expect from you each day. You need to be consistent. This will create a safe learning environment for the students and they will be more likely to succeed. It is amazing that students can adapt to teachers throughout the day that range from strict to easy. However, they will dislike an environment in which the rules are constantly changing.

## Tips



### 5) Fairness

Many people confuse fairness and consistency. A consistent teacher is the same person from day to day. A fair teacher treats students equally in the same situation. For example, students complain of unfairness when teachers treat one gender or group of students differently. It would be terribly unfair to go easier on the football players in a class than on the cheerleaders. Students pick up on this so quickly, so be careful of being labeled unfair.

### 6) Flexibility

One of the tenets of teaching should be that everything is in a constant state of change. Interruptions and disruptions are the norm and very few days are 'typical'. Therefore, a flexible attitude is important not only for your stress level but also for your students who expect you to be in charge and take control of any situation.

Adapted from: <http://712educators.about.com/od/teachingstrategies/tp/sixkeys.htm>





Here is a list of items that you should avoid as a new or veteran teacher. Any of these can create problems for you as a teacher. If you combine two or more than just expect to really have a hard time gaining student respect and finding your profession enjoyable.

### **Don't:**

#### **1) Avoid smiling and being friendly with your students.**

While you should start each year with a tough stance and the idea that it is easier to let up than to get harder, this does not mean that you shouldn't have students believe that you aren't happy to be there.

#### **2) Becoming friends with students while they are in class.**

You should be friendly but not become friends. Friendship implies give and take. This can put you in a tough situation with all the students in the class. Teaching is not a popularity contest and you are not just one of the guys or girls. Always remember that.

#### **3) Stop your lessons and confront students for minor infractions in class**

When you confront students over minor infractions in class, there is no possible way to create a win-win situation. The offending student will have no way out and this can lead to even greater problems. It is much better to pull them aside and talk to them one-on-one.

#### **4) Humiliate students to try and get them to behave.**

Humiliation is a terrible technique to use as a teacher. Students will either be so cowed that they will never feel confident in your classroom, so hurt that they will not trust you ever again, or so upset that they can turn to disruptive methods of retaliation.

#### **5) Yell.**

Once you've yelled you've lost the battle. This doesn't mean you won't have to raise your voice every once in awhile but teachers who yell all the time are often those with the worst classes.

#### **6) Give your control over to the students.**

Any decisions that are made in class should be made by you for good reasons. Just because students are trying to get out of a quiz or test does not mean that you should allow that to happen unless there is a good and viable reason. You can easily become a doormat if you give in to all demands.

#### **7) Treat students differently based on personal likes and dislikes.**

Face it. You are human and there will be kids you will like more than others. However, you must try your hardest never to let this show in class. Call on all students equally. Do not lessen punishments for students you really like.

## Tips



### 8) Create rules that are essentially unfair.

Sometimes the rules themselves can put you in bad situations. For example, if a teacher has a rule that allows for no work to be turned in after the bell rings then this could set up a difficult situation. What if a student has a valid excuse? What makes a valid excuse? These are situations it would be best to just avoid.

### 9) Gossip and complain about other teachers.

There will be days when you hear things from students about other teachers that you just think are terrible. However, you should be noncommittal to the students and take your concerns to the teacher themselves or to administration. What you say to your students is not private and will be shared.

### 10) Be inconsistent with grading and/or accepting late work.

Make sure that you have consistent rules on this. Do not allow students to turn in late work for full points at any time because this takes away the incentive to turn in work on time. Further, use rubrics when you are grading assignments that require subjectivity. This helps protect you and explain the reason for the students' grades.

### 11) Come to class without a plan.

The days that you try to wing it are the days when you will feel the most rushed and get the least done. In fact, the best way to create lessons is to start with your assessment in mind and then work backwards including many methods to get the information across. This can only happen with advance planning.

### 12) Teach using only one method (i.e., only photocopies, only lecture, etc.).

Students will get bored leading to disruption. Further, you will probably lose those students who could benefit from other forms of instruction. You don't want to be known as the 'worksheet factory.'

Adapted from: <http://712educators.about.com/od/teachingstrategies/tp/worstactions.htm>





# SHOWING APPRECIATION

Here are some ideas for helping children show their appreciation to family members and others.

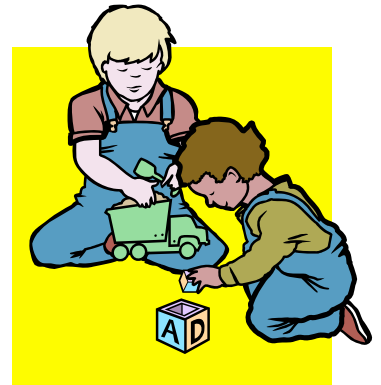
## FOR DAD

1. Wash or help him wash the car.
2. Help him organize his tool box.
3. Help him with yard or garden work.
4. Make him a special lunch to take to work.
5. Compliment him on an attractive tie he's wearing.
6. Put his newspaper and slippers by his favorite chair.
7. Purchase a favorite sporting magazine for him.
8. Tell him how much you appreciate all he does for you.
9. Help him clean up the garbage or basement.
10. Tell him which Bible character he reminds you of.
11. Tell him you love him, before you leave for school, and that you'll look forward to seeing him after work.
12. Give him lots of hugs.



## FOR MOM

1. Make her a nice card.
2. Help her fold and put away laundry.
3. Clean your room without being asked.
4. Help her clean out a closet or cupboard.
5. Tell her which Bible character she reminds you of.
6. Help her organize her closet.
7. Buy her some nice bubble bath.
8. Run her a bubble bath.
9. Help her prepare breakfast, lunch, or dinner.
10. Tell her how nice she looks.
11. Bring her the Bible for worship.
12. Give her lots of hugs.



## FOR A LITTLE BROTHER OR SISTER

1. Help them pick out some books from the library and read to them.
2. Help them learn their memory verse for Sabbath School.
3. Teach them to zip their sweaters or tie their shoes.
4. Make every effort to get along peacefully.
5. Show them how to put their clothes away and tidy up their room.



### FOR YOUR TEACHER

1. When the teacher is talking, listen carefully.
2. Bring him/her a little note or small gift and tell him/her it's just for being a great teacher.
3. If the teacher is out sick for a day, make him/her a get well card.
4. Tell your teacher when he/she has presented an especially interesting lesson.

### FOR YOUR BEST FRIEND

1. If your best friend tells you a secret, keep it a secret.
2. Let him/her choose what game or activity you'll do first.
3. When you visit him/her at his/her house, help him/her with the chores.
4. Compliment him/her for something good he/she has done.
5. Always include him/her when you're in a group, and introduce him/her to other kids he/she may not know.





## THOUGHTLESS ASSIGNMENTS

“Seventh-grade Bible class,” called Mrs. Daniel as she pulled the teacher’s workbook from her desk drawer. She stepped to the front of the room. “Let me give you an assignment before we begin. Since your text does not supply much reading material on the life of Menno Simons, I want you to read pages 212-248 in this book that I brought along. It will broaden your view of his life.”

“Seventh-grade Bible,” said Mrs. Daniel as she faced the class the following Tuesday. “I am changing last Thursday’s assignment a little. It does require considerably more time than I had expected to read those pages. I saw that most of you weren’t getting it done, so I am shortening it. You only need to read to page 231.”

A look of relief swept across the class on hearing that announcement, that is, except for two students. Joanne and Miriam exchanged glances as a weary, perplexed look crossed their faces. Joanne raised her hand. “But I read all those pages already,” she replied, as a tear glistened in her eye. Miriam nodded in assent.

Mrs. Daniel felt crushed. How thoughtless! True, the extra reading was for their benefit, but she recalled seeing Joanne take the book home one evening, and how tired she had looked the next day. “I’m sorry, girls,” she said slowly. “I should have thought through the assignment more carefully.”



Fellow teachers, are we careful in planning each assignment? Do we think through the involvements, lest it be more than the children can reasonably handle? Let us be careful to avoid discouraging or frustrating them by thoughtless assignments.





# "I HAVE A QUESTION"

A school day is often sprinkled with the familiar words, "I have a question." One would conclude from the frequency of the words that there must be quite a willingness to learn in the classroom. It is true; the children want to learn, but what – a better understanding of the lesson, or an answer to a homework problem? We need to discriminate between the questions of a lazy mind and those of a perplexed mind. Let us consider a few questions that should help us decide how to handle the students' questions.

1. "Did you read the entire question?" A lazy student will usually read only portions of the lesson. Sometimes the homework is attempted with little knowledge of the lesson. We need not feel obligated to answer a student's question until he has done his part.
2. "Read the question to me." Sometimes a problem develops because a student mentally reads words that are not in the question. Oral recitation also helps comprehension.
3. "Do you understand the words in the question?" If not, have them find their meanings in the dictionary. If we want the dictionary to become part of our students, we must insist on its use.
4. "Where in the lesson was this idea discussed?" Have the student narrow down the lesson to where the answer is probably found. This will often reveal what he does know or does not know about the lesson.
5. Reword the question. Ask other questions that give an understanding of the main question. Be careful not to make the answer obvious before the information under question is understood. To ask various questions that require the same answer as the original question usually does more than imply an answer by some unrelated facts.

The type of question will vary from subject to subject. In the midst of this variation, two principles should be reckoned with. First, we do not want to make it difficult to learn; we only want to help the children see what they should have done themselves to find the answer. But second, we should also beware of instilling the idea that "if at first you don't succeed, ask the teacher." We dare not become our students' answer book. Test results will often make a division between those who understand their problems and those who just want answers. We do not shun questions, but we do need to understand the real problem.







# A List of Teaching Strategies & Classroom Accommodations for Students with Learning Challenges

The following is a list of general teaching strategies/classroom accommodations for students with identified learning\* and/or behavior problems such as: reading or math performance below grade level; test or classroom assignments/quizzes at a failing level; failure to complete assignments independently; difficulty with short-term memory, abstract concepts, staying on task, or following directions; poor peer interaction or temper tantrums, and other learning or behavior problems.

*\* Always be sure to check the student's IEP for specific accommodations.*

## Presentation of Material

- ❑ Break assignments into segments of shorter tasks
- ❑ Use concrete examples of concepts before teaching the abstract
- ❑ Relate information to the student's experiential base
- ❑ Reduce the number of concepts presented at one time
- ❑ Provide an overview of the lesson before beginning
- ❑ Monitor the student's comprehension of language used during instruction
- ❑ Schedule frequent, short conferences with the student to check for comprehension
- ❑ Provide consistent review of any lesson before introducing new information
- ❑ Allow student to obtain and report information utilizing: cassette recorders, dictation, typewriters/computers, interviews, calculators, and fact sheets
- ❑ Highlight important concepts to be learned in text material
- ❑ Monitor the rate at which material is presented
- ❑ Give additional presentations by varying the methods using repetition, simpler explanations, more examples, and modeling
- ❑ Require verbal responses to indicate comprehension





## Tips

- Give frequent reminders of homework assignments
- Provide clear, concise directions and concrete examples for homework assignments
- Assign tasks at an appropriate reading level
- Allow for the oral administration of tests
- Check assignment sheet for accuracy
- Other

## Time Demands

- Increase time allowed for completion of tests or assignments
- Reduce the amount of work or length of tests
- Prioritize assignments and/or steps to completing assignments for the student
- Space short work periods with breaks or change of tasks
- Consistently follow a specific routine
- Alternate quiet and active tasks
- Set time limits for specific task completion
- Other



## Attention

- Establish relevancy and purpose for learning by relating to previous experiences
- Shape approximations of desired behavior by providing direct reinforcement such as praise or immediate feedback for correct answers
- Seat student close to teacher
- Make a positive, personal comment every time the student shows any evidence of interest
- Make frequent check for assignment progress/completion
- Give advance warning of when a transition is going to take place
- Use physical proximity and touch to help student focus
- Other



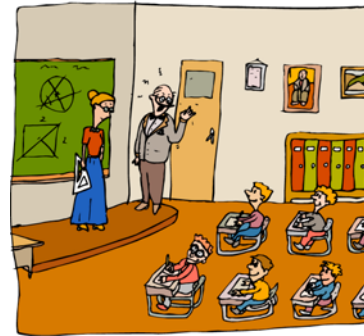


## Assisting the Reluctant Starter

- Give a personal cue to begin work
- Give work in smaller units
- Provide immediate reinforcers and feedback
- Make sure the appropriate books and materials are open to the correct pages
- Introduce the assignment in sequential steps
- Check for student understanding of instructions
- Check on progress often in the first few minutes of work
- Provide time suggestions for each task
- Provide a checklist for long detailed tasks
- Other

## Environment

- Use study carrels
- Seat student in an area free of distraction
- Use preferential seating
- Allow the student to select his/her seating
- Help keep student's work area free of unnecessary materials
- Use checklists to help the student get organized
- Frequently check the organization of the student's notebook
- Monitor the student's use of his/her assignment sheet
- Check the assignment sheet for accuracy
- Provide opportunities for movement
- Other



## Materials

- Allow for spelling errors
- Allow student to use either cursive or manuscript
- Set realistic and mutually agreed upon expectations for neatness
- Let student type, record, or give answers orally instead of writing
- Avoid pressures of speed and accuracy





- ❑ Provide copies of notes
- ❑ Reduce the amount of copying from text and board
- ❑ Keep written assignments and work area free from extraneous and/or irrelevant distracters
- ❑ Review visual task with student and make sure student has a clear understanding of all parts of the assignment
- ❑ Avoid cluttered worksheets by using techniques such as blocking (blocking assignments into smaller segments); cutting (cut worksheets into sections); and highlighting, color coding, or underlining
- ❑ Give written directions to supplement verbal directions
- ❑ Keep statements simple and avoid the use of metaphors, idioms, and puns
- ❑ Familiarize student with any new vocabulary before beginning the lesson
- ❑ Alert student's attention before expressing key points
- ❑ Use visual aids such as charts and graphs
- ❑ Use manipulative, hands-on activities whenever possible
- ❑ Cue student by calling his/her name before asking questions
- ❑ Always demonstrate how new material relates to previously learned information
- ❑ Contract with student and use rewards for completing of contract
- ❑ Check the student's notebook to ensure the use of dividers, assignment sheets, and calendars
- ❑ Provide a due date on written assignments
- ❑ Provide a specific place for turning in completed assignments
- ❑ Other

### Using Groups and Peers

- ❑ Use cooperative learning strategies when appropriate
- ❑ Assign a peer helper to check understanding of directions
- ❑ Assign a peer helper to read important directions and essential information
- ❑ Assign a peer tutor to record material dictated by the student
- ❑ Other



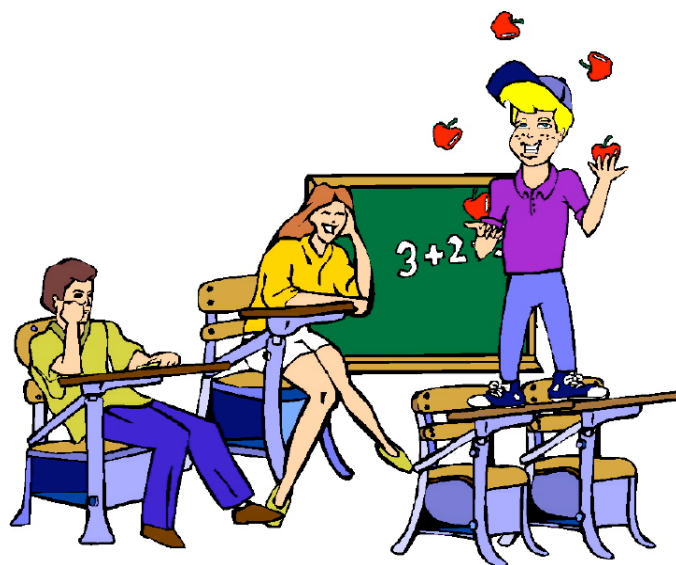


## Dealing with Inappropriate Behavior

- ❑ Provide clear and concise classroom expectations and consequences
- ❑ Consistently enforce rules
- ❑ Avoid the use of confrontational techniques
- ❑ Provide student with alternatives
- ❑ Designate a "cooling off" location within the classroom
- ❑ Assign activities which require some movement
- ❑ Use praise generously
- ❑ Avoid power struggles
- ❑ Ignore attention-getting behavior for a short time
- ❑ Avoid criticizing the student
- ❑ Communicate frequently with parents
- ❑ Monitor levels of tolerance and be mindful of signs of frustration
- ❑ Speak privately, without the audience of peers, to student about inappropriate behavior
- ❑ Establish Behavioral Contract
- ❑ Other

### Reference:

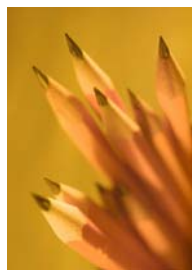
Interventions for Pre-referral taken from "Making Modifications in the Classroom: A Collection of Checklists," Arlington County Public Schools, Arlington, Virginia.





# Preparation for the Beginning of School

Item	Check off	Notes
Are your room and materials ready?		
Are you familiar with the parts of the school that you and your students may use and any procedures associated with their use?		
Have you decided on your class procedures, rules and associated consequences?		
Do you have a complete class roster?		
Do you know if any of your students have handicapping conditions that should be accommodated in your room arrangement or in your instruction?		
Do you have adequate number of textbooks?		
Do you have teacher's editions of your textbooks?		
Do you know the procedure for the arrival and departure of students on the first day? For every day after that?		
Are the children's nametags ready?		
Do you have some blank ones for unexpected children?		
Do you have your first day plan of activities ready?		
Do you have a letter ready to send home to parents with information on your classroom?		



# Reminders for Teachers

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Sometimes under pressure a teacher's tone of voice may lose its patient quality. A teacher might talk louder or inquire of students in an accusing manner.

Sometimes teachers repeatedly exhibit any of these weaknesses (especially if the classroom has a large number of boisterous children) over a period of time and lose awareness of what they sound like. Below are little signs that teachers can cut out and tape to their desk or lectern to keep their awareness level up. Do not overuse one sign as its effectiveness could wear off.

**Am I speaking softly so they have to be quiet to hear?**

**Does my voice sound patient?**

**Do I ask or accuse in the way I inquire about  
misbehavior?**

**Am I putting commands and requests in positive language?**

**Am I speaking clearly?**





## Student Learning Contract

All parties agree that academic success is the product of a cooperative effort.

To insure that \_\_\_\_\_ will benefit from this, each party has the following responsibilities:

**As a student** \_\_\_\_\_ **will:**

1. Be respectful to my classmates.
2. Put my best effort into my schoolwork.
3. Obey all the rules both at home and at school.
4. Come prepared to school with homework and materials.
5. Spend at least 15 minutes a day studying for each subject.

**As a parent** \_\_\_\_\_ **will:**

1. Spend 15 minutes per day reading with my child.
2. Monitor my child's schoolwork and extracurricular activities.
3. Maintain a discipline policy with my child.
4. Attend all parent-teacher conferences.
5. Volunteer my time for at least two school activities.

**As a teacher** \_\_\_\_\_ **will:**

1. Provide a safe comfortable environment for my students.
2. Provide ample time for my students to receive extra help after school.
3. Enforce school rules consistently.
4. Provide students with clear and concise expectations.
5. Work to make learning an enjoyable experience.

### Signed:

Student Signature: X \_\_\_\_\_

Parent Signature: X \_\_\_\_\_

Teacher Signature: X \_\_\_\_\_





## Your Academic Check up



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

**Your current average is:**

Based on what the teacher has observed and recorded, you need to:

Submit assignments on time: \_\_\_\_\_

Study more for tests: \_\_\_\_\_

Come better prepared to class: \_\_\_\_\_

Make-up past assignments: \_\_\_\_\_

Submit new class work: \_\_\_\_\_

Be on time: \_\_\_\_\_

Seek extra help: \_\_\_\_\_

Ship To and Bill To:

**Purchase Order Number**

**Attn:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Order Date	
Ordered By	

**Vendor:**  
**Name:** \_\_\_\_\_  
**Address:** \_\_\_\_\_  
**City:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_  
**Fax:** \_\_\_\_\_

Catalog #	Qty	Units	Description	Unit Price	Total
					0
					0
					0
					0
					0
					0
					0
				Sub Total	0
				Shipping	
				Total	



## *Over 100 Ways to Say "Said"*

<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>accused</b></li> <li><input type="checkbox"/> <b>acknowledged</b></li> <li><input type="checkbox"/> <b>added</b></li> <li><input type="checkbox"/> <b>admitted</b></li> <li><input type="checkbox"/> <b>advised</b></li> <li><input type="checkbox"/> <b>agreed</b></li> <li><input type="checkbox"/> <b>announced</b></li> <li><input type="checkbox"/> <b>answered</b></li> <li><input type="checkbox"/> <b>apologized</b></li> <li><input type="checkbox"/> <b>approved</b></li> <li><input type="checkbox"/> <b>argued</b></li> <li><input type="checkbox"/> <b>asked</b></li> <li><input type="checkbox"/> <b>assumed</b></li>   <li><input type="checkbox"/> <b>babbled</b></li> <li><input type="checkbox"/> <b>bargained</b></li> <li><input type="checkbox"/> <b>barked</b></li> <li><input type="checkbox"/> <b>bawled</b></li> <li><input type="checkbox"/> <b>began</b></li> <li><input type="checkbox"/> <b>begged</b></li> <li><input type="checkbox"/> <b>bellowed</b></li> <li><input type="checkbox"/> <b>blurted</b></li> <li><input type="checkbox"/> <b>boasted</b></li> <li><input type="checkbox"/> <b>boomed</b></li> <li><input type="checkbox"/> <b>bragged</b></li> <li><input type="checkbox"/> <b>broke in</b></li>   <li><input type="checkbox"/> <b>cackled</b></li> <li><input type="checkbox"/> <b>calculated</b></li> <li><input type="checkbox"/> <b>cautioned</b></li> <li><input type="checkbox"/> <b>challenged</b></li> <li><input type="checkbox"/> <b>chanted</b></li> <li><input type="checkbox"/> <b>charged</b></li> <li><input type="checkbox"/> <b>chattered</b></li> <li><input type="checkbox"/> <b>cheered</b></li> <li><input type="checkbox"/> <b>chided</b></li> <li><input type="checkbox"/> <b>choked</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>chuckled</b></li> <li><input type="checkbox"/> <b>claimed</b></li> <li><input type="checkbox"/> <b>coaxed</b></li> <li><input type="checkbox"/> <b>comforted</b></li> <li><input type="checkbox"/> <b>commanded</b></li> <li><input type="checkbox"/> <b>commented</b></li> <li><input type="checkbox"/> <b>complained</b></li> <li><input type="checkbox"/> <b>concluded</b></li> <li><input type="checkbox"/> <b>confessed</b></li>   <li><input type="checkbox"/> <b>confided</b></li> <li><input type="checkbox"/> <b>confirmed</b></li> <li><input type="checkbox"/> <b>consented</b></li> <li><input type="checkbox"/> <b>contested</b></li> <li><input type="checkbox"/> <b>continued</b></li> <li><input type="checkbox"/> <b>contradicted</b></li> <li><input type="checkbox"/> <b>counseled</b></li> <li><input type="checkbox"/> <b>coughed</b></li> <li><input type="checkbox"/> <b>cried</b></li> <li><input type="checkbox"/> <b>criticized</b></li> <li><input type="checkbox"/> <b>croaked</b></li> <li><input type="checkbox"/> <b>cross-examined</b></li>   <li><input type="checkbox"/> <b>decided</b></li> <li><input type="checkbox"/> <b>declared</b></li> <li><input type="checkbox"/> <b>decreed</b></li> <li><input type="checkbox"/> <b>defended</b></li> <li><input type="checkbox"/> <b>demanded</b></li> <li><input type="checkbox"/> <b>denied</b></li> <li><input type="checkbox"/> <b>denounced</b></li> <li><input type="checkbox"/> <b>described</b></li> <li><input type="checkbox"/> <b>determined</b></li> <li><input type="checkbox"/> <b>directed</b></li> <li><input type="checkbox"/> <b>disclosed</b></li> <li><input type="checkbox"/> <b>discussed</b></li> <li><input type="checkbox"/> <b>drawled</b></li> <li><input type="checkbox"/> <b>droned</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>echoed</b></li> <li><input type="checkbox"/> <b>elaborated</b></li> <li><input type="checkbox"/> <b>emphasized</b></li> <li><input type="checkbox"/> <b>estimated</b></li> <li><input type="checkbox"/> <b>exaggerated</b></li> <li><input type="checkbox"/> <b>exclaimed</b></li> <li><input type="checkbox"/> <b>explained</b></li> <li><input type="checkbox"/> <b>exploded</b></li>   <li><input type="checkbox"/> <b>faltered</b></li> <li><input type="checkbox"/> <b>foretold</b></li> <li><input type="checkbox"/> <b>fumed</b></li>   <li><input type="checkbox"/> <b>gagged</b></li> <li><input type="checkbox"/> <b>granted</b></li> <li><input type="checkbox"/> <b>greeted</b></li> <li><input type="checkbox"/> <b>grinned</b></li> <li><input type="checkbox"/> <b>groaned</b></li> <li><input type="checkbox"/> <b>growled</b></li> <li><input type="checkbox"/> <b>grumbled</b></li> <li><input type="checkbox"/> <b>grunted</b></li> <li><input type="checkbox"/> <b>guessed</b></li> <li><input type="checkbox"/> <b>gulped</b></li> <li><input type="checkbox"/> <b>gushed</b></li>   <li><input type="checkbox"/> <b>hissed</b></li> <li><input type="checkbox"/> <b>hinted</b></li>   <li><input type="checkbox"/> <b>jabbered</b></li> <li><input type="checkbox"/> <b>jeered</b></li>   <li><input type="checkbox"/> <b>lamented</b></li> <li><input type="checkbox"/> <b>laughed</b></li> <li><input type="checkbox"/> <b>lectured</b></li> <li><input type="checkbox"/> <b>lied</b></li> <li><input type="checkbox"/> <b>lisped</b></li> </ul>
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- hastened to add
- hastened to say
- hesitated
- hinted
- hissed
- hollered
- howled



- implied
- indicated
- informed
- inquired
- insisted
- instructed
- insulted

- made known
- magnified
- maintained
- marveled
- mentioned
- moaned
- mumbled
- murmured
- muttered

- nagged
- notified

- objected
- observed
- offered
- ordered

- panted
- persisted
- persuaded
- pestered
- piped up
- pleaded
- pledged

- pointed out
- pondered
- pouted
- praised
- predicted
- proclaimed
- promised
- pronounced
- protested

- quarreled
- quavered
- questioned
- quibbled

- raged
- recalled
- recommended
- recounted
- refused
- replied
- reported
- responded

- scolded
- screamed
- screeched
- shouted
- shrieked



- teased
- thanked
- twittered

- uttered

- ventured
- verified

- whimpered
- whined
- whispered



## IRREGULAR VERBS

INFINITIVE	PRESENT	PAST	PRESENT PARTICIPLE	PAST PARTICIPLE
To be	Is, am, are	<b>Was, were</b>	Being	Been
To begin	Begin, begins	<b>Began</b>	Beginning	Begun
To break	Break, breaks	<b>Broke</b>	Breaking	Broken
To bring	Bring, brings	<b>Brought</b>	Bringing	Brought
To buy	Buy, buys	<b>Bought</b>	Buying	Bought
To choose	Choose, chooses	<b>Chose</b>	Choosing	Chosen
To come	Come, comes	<b>Came</b>	Coming	Come
To dig	Dig, digs	<b>Dug</b>	Digging	Dug
To do	Do, does	<b>Did</b>	Doing	Done
To drink	Drink, drinks	<b>Drank</b>	Drinking	Drunk
To drive	Drive, drives	<b>Drove</b>	Driving	Driven
To eat	Eat, eats	<b>Ate</b>	Eating	Eaten
To fall	Fall, falls	<b>Fell</b>	Falling	Fallen
To find	Find, finds	<b>Found</b>	Finding	Found
To fly	Fly, flies	<b>Flew</b>	Flying	Flown
To freeze	Freeze, freezes	<b>Froze</b>	Freezing	Frozen
To get	Get, gets	<b>Got</b>	Getting	Gotten
To give	give, gives	<b>Gave</b>	Giving	Given
To go	Go, goes	<b>Went</b>	Going	Gone
To grow	Grow, grows	<b>Grew</b>	Growing	Grown
To know	Know, knows	<b>Knew</b>	Knowing	Known
To leave	Leave, leaves	<b>Left</b>	Leaving	left
To swim	Swim, swims	<b>Swam</b>	Swimming	swum
To put	Put, puts	<b>Put</b>	Putting	put

Tips



### *Cooperative learning suggestions*

Give choices. There are people who don't mind having every minute dictated, but they are few. Students should have some influence and choice over their learning.

Let students help plan the day. Let them choose from several different ways to learn material or to be assessed. Allow them to do some decorating. Every so often, let them rearrange the room or decide where the seating should be.

