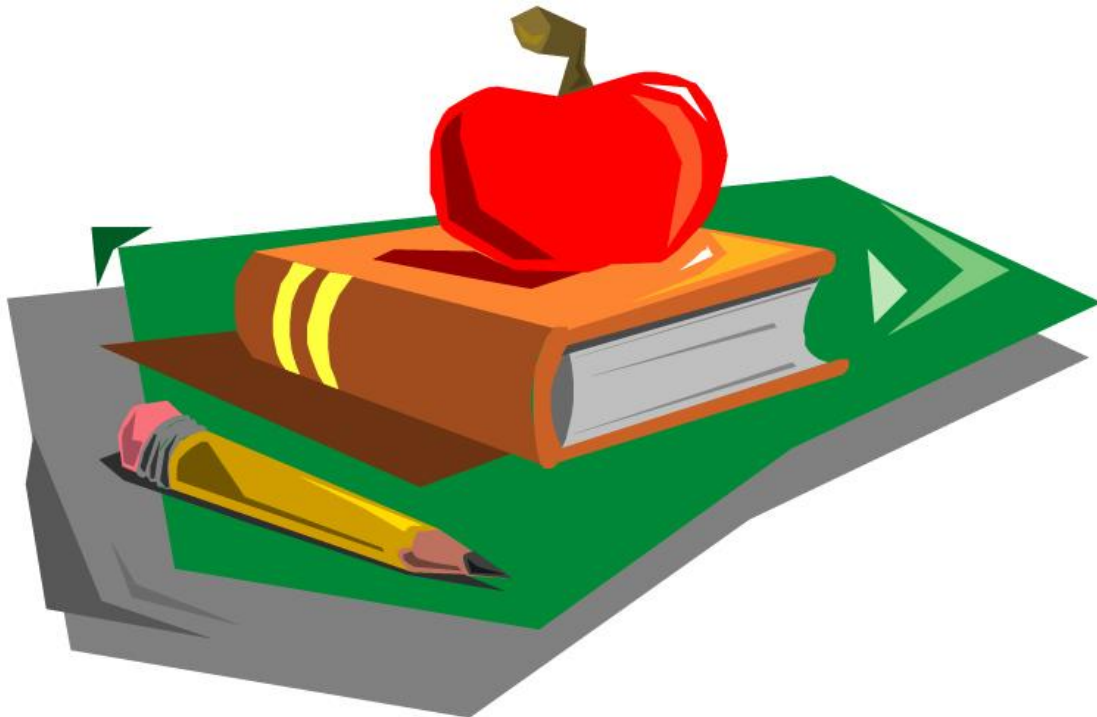




Classroom Treats



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Overview

Classroom treats is a valuable resource for administrators and teachers. It includes inspirational stories and devotions, classroom management tips, charts, forms, worksheets, poems, and technology infused lessons such as Webquests, PowerPoint and video clips. The lesson plans and activities provided are enriching and engaging. They will enhance learning and motivate students.

Objectives

1. To implement policies at the beginning of the school year that will establish expectations for the students.
2. To present effective teaching strategies that will enhance learning.
3. To provide inspirational devotions that will encourage and uplift teachers and administrators.
4. To provide technology-infused lessons that will engage students and improve learning.
5. To provide useful forms that will save time and increase efficiency.





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Devotional Inspirations





A New Beginning

Clearly, you are a letter from Christ showing the result of our ministry among you. This "letter" is written not with pen and ink, but with the Spirit of the living God. It is carved not on tablets of stone, but on human hearts. 2 Corinthians 3:3 (NLT)

Leaves spiral downward ushering in fall
As teachers and staff gather anew.

Arriving with hopes rekindled and energies restored
They are reluctant to bid farewell to their season of rest.

Sighs of, "summer sure went fast!"
Breeze in and out of conversations.

An undercurrent of excitement pulsates among the staff
As each one anticipates and hopes for a good year.

Like the blank pages of a new plan book,
The academic year lies before us, unwritten.

Supply us with your wisdom
As we write upon the pages of these young lives.

Strengthen our faith, helping us to believe
That we can and do make a difference,
Allot to us the ability to teach the whole person.

Spark hope within us for our students, causing it to flame brightly,
turning on the light of knowledge within these young minds.

And now, Father, let the year begin
Fill its pages with faith, hope and love.
Remind us often that love writes on hearts in permanent ink.

Adopted from Colsher Teitsort, Janet, TREASURES For Teachers. Grand Rapids: Baker Book House Company, 1994.





The First Day of School

It's the first day of school, Lord,
the beginning of the school year as fresh
as the children's slick, unopened notebooks
and newly sharpened pencils.

It's the first day of school, and already
I'm mentally exploring the new year,
wondering if I'll see the familiar landmarks

I've seen in the years past.

Will September again be that rocky period of Adjustment
when we must settle the question
of who's in charge here?

Will October again see routines well established before the onset of
Halloween hysteria?

Will November again see the class suddenly "jell"
and begin to function as a group?

Will Christmas again come all too quickly?

Will January see achievement levels spread far apart,
and some children off and flying, and others barely started?

Will February ever end?

Will March produce another crop of late bloomers?

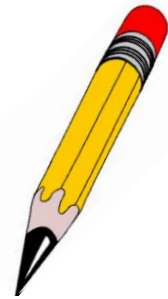
Will April bring my usual case of springtime regrets
and anxieties over work yet undone?

Will May bring the same restless euphoria?

Will June bring the same ambivalent feelings-
rejoicing at the arrival of summer,
yet regretting the departure of the children?

It's the first day of school, Lord,
and the year ahead seems reassuringly predictable.
But, while I guess at what this year might bring,
Only you know the future,
with all its problems and joys.
God of all our days, I commit this year to you.

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





How to Grow a Peace Plant

"But blessed is the man who trusts in the LORD, whose confidence is in him. He will be like a tree planted by the water that sends out its roots by the stream. It does not fear when heat comes; its leaves are always green. It has no worries in a year of drought and never fails to bear fruit." (Jeremiah 17:7-8) NIV



I was given a peace plant several years ago, and it's still alive! God did not bless me with a green thumb, so I consider that an achievement. I am convinced that I really have nothing to do with the success of this plant's life. If it didn't remind me to water it when it got thirsty, I'm sure it wouldn't have survived this long.

Yes, the peace plant reminds. It can go a long time between watering, then it will suddenly droop. Its thirst is obvious. It's almost as though it's yelling, "Okay, it's time to water the plants." My other plants are quite equally grateful when I finally get the message.

Students can be like peace plants. They chug along in class day after day, doing the assigned activities. Then there comes a time when they seem to droop. They lean their heads on their hands or lay them on their desktops. Nobody seems to be following along, and the thinking is sluggish at best.

The teacher must go into action: check the temperature of the room (too warm?); call for a sudden burst of exercise (in the month!);

Teachers also get sluggish, stuck in a routine. Making our lessons challenging and thought-provoking requires constant vigilance. Let's face it, sometimes we do better and sometimes we do worse. Still, we can always be energized.

This energy may come from so many joyous sources: family members who sense you are down and show you love; church members who stop you to say how they were impressed with something your class did; or an unexpected "I love my teacher" note.

However, we can't forget our main source of energy—the Living Water. God himself has planted us in our particular spots and continues to supply all our needs. He feeds us, prunes us, and shines His love on our growing leaves.



Best of all, He doesn't get too busy to notice when we need more of His loving care. He encourages us to pray for refreshment and to study His Word for further growth. Finally, he stakes us up with His own loving strength and faithfully holds us there as he empowers us to go about His work.

We are God's peace plants, working to bring peace to others who need the same form of TLC as we do-The Lord Jesus Christ. How can we not be rejuvenated!

Prayer: Dear God, I truly want to blossom in Your garden. Strengthen my faith through the Holy Spirit that I may confidently share Your Living Water with those around me. If it is Your will, bestow this same faithful confidence on my students and fellow teachers. Through Your Son's name. Amen.

Homework: Bring a peace plant to school and don't water it. When it droops, water it and tell your students how the plant is like a person who needs Jesus. Watch it stand back up, just as we do in Jesus our Savior.



Adapted from Loontjer, Jacqueline L. *Quiet Times with Jesus*. St. Louis: Concordia Publishing House, 2001.



Peace in the Storms of Life

Then He arose and rebuked the wind, and said to the sea, "Peace, be still!" Mark 4:39

Exhausted, Jesus fell asleep in the stern of the boat. But suddenly the wind began to blow across the Galilean sea, whipping the waves into fury. The sky darkened as lightning flashed and thunder crashed. The boat tossed and turned on the sea like a cork on the waves. Jesus' strong-armed Galilean disciples, men of the sea who often piloted their boats in storms, had never encountered a storm like this.

Though seafarers, the disciples felt like little children. They thought, *there is no way through this, no way around this*. Shivering in the cold, their muscles burning as they tried to row against the storm, they were taken farther and farther out into the sea. The disciples were certain they were going to lose their lives.

And then they refocused their attention. They looked away from the storm to Him. For there was one aboard their boat who could help. Didn't He care? Their souls cried out, "Master, don't You care when it looks like we are going down, when there is nothing secure around us, when there's nothing we can have confidence in? When all of our human genius, all of our human strength has failed, don't You care?"

Mark 4:39 says, "Then He arose and rebuked the wind, and said, 'Peace, be still!' And the wind ceased and there was a great calm. But He said to them, 'Why are you so fearful?'"

The only reason to be fearful in the storm is if you're rowing your own boat, focused on the storm. The more you look at the waves and dark clouds, listen to the thunder, and see the lightning, the more fearful your heart becomes. Ellen White wrote, "Living faith in the way that He knows to be best" (The Desire of Ages, p. 336).

If there was ever a time to readjust our priorities, it's now. If there ever was a time to refocus our vision, to know that our hearts are one with God, and to know that He is aboard our boat, it's now.

Adapted from Finley, Mark, *Solid Ground*. Hagerstown: Review and Herald, 2007.

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





Classroom Management Tips Forms and Activities





Seating Arrangements



When setting up a floor plan for students, consider your teaching style and lesson plans and make seating arrangements accordingly. Here are a few options:

Half-circle or circle arrangement

Desks or tables in a circle or half-circle promote community and encourage all students to participate. Everyone sits in the front row!

Group seating

Desks or tables in small groups work especially well for classes that include collaborative activities. This arrangement also allows the teacher to group together students with similar needs, which makes individualized instruction easier.

Traditional rows

With a small number of rows, this arrangement can be very effective for teachers who frequently use boards or overhead projectors.

Special needs

Try to arrange seating to accommodate any students with special needs. For example, a student with ADD should probably sit at the front of the classroom. Do your best to place a student with special needs in a seat that does not isolate him or her.

Once you have planned the students' seating arrangement, you should decide where to locate your own desk. Many teachers prefer to place their desks so that they are not the central focus of the classroom. Regardless of where you place your desk, consider personalizing it with photographs, mementos or other items. This will make you feel at home and will contribute to a warm, welcoming classroom atmosphere.

<http://www.teachervision.fen.com/classroom-management/teaching-methods-and-management/6507.html>



Preventing & Diffusing Student Conflicts

Be Proactive

- Emphasize early on that no bullying or any other form of physical or verbal violence will be accepted in your classroom.
- Take every opportunity to boost each student's confidence.
- Have a discipline plan ready for when problems arise.
- Make your disciplinary policies consistent, and ensure that the punishment fits the crime.



Steps You Can Take When a Conflict Occurs

1. If students need to be controlled quickly or if safety is in jeopardy, tell students what to do regardless of who is right or wrong.
2. If lives are not at risk and there is a clear right or wrong answer to the argument or conflict, act as the judge and decide on the consequences.
3. When an issue needs more intervention:
 - After putting an end to any immediate danger, speak calmly, but firmly, to students. If you are too upset, try waiting until you have cooled down to deal with the disagreement.
 - Provide students with a safe, neutral place to work out their differences.
 - Listen intently to what the students have to say. Maintain eye contact, and if students need assistance, help them convey their thoughts as well as the feelings behind their words.
 - Work with students to create a resolution to the problem, Support students in following through with their decision.
 - Sometimes conflict resolution calls for another person from outside to listen to each individual engaged in the disagreement. He or she can help students examine the cause of the dispute.
 - A resolution can be reached through arbitration: the third person decides on the solution to the problem.



Responding To Difficult Parents

First, prepare yourself mentally to deal with difficult parents. Meeting them cold turkey can make a bad situation worse. Remember that these parents are not necessarily mean or bad people, but they do have something on their mind and have an ugly way of explaining it. You still owe them respect and honesty.

Second, remain calm and professional, even if parents are abusive. Know that the actions that have the best chance of succeeding are being open, being an empathetic listener, and resolving to help meet parents' needs or solve their problem. Never offer any remedies or solutions until after you have listened to parents.

Third, Be cognizant of parent's personality types, you must recognize that when an irresistible force meets an immovable object, one or the other has to give. It's a law of nature. Therefore if you refuse to recognize or accommodate parents' personality needs. You'll never influence them.

Fourth, learn as much about the parent as possible. It's a key to being influential and persuasive. The more you know, the greater your possibilities for success. Ask yourself, "Why is the parent acting this way? What is he or her motivation?" Remember, while the actions and motivations of difficult parents vary, most problematic parent behavior exists because the parent is insecure, and almost always has real or imaginary expectations that have not been met. It's the needs of difficult parents that give you the effective=paths to defuse both them and situations. Therefore take three actions with these parents: reduce their insecurities, create a less stressful situation, and uncover unmet expectations.

Fifth, keep in mind that not every meeting with difficult parents should be over an issue. Many of your contacts should be rapport and relationship building through e-mail, telephone, or in person.

Sixth, while you must allow parents to vent, it's most effective to bombard them with empathy, reassurance, kindness, and value-added benefits for them and their child. You'll generate the natural power of reciprocating if you do.

Seventh, use common sense and all your instincts to change the parents, attitude and behavior. This is only possible if you refuse to become defensive, angry, or condescending. Be creative and design a unique approach and solution for each parent. Even when a meeting is faltering, try saying, "I'm really sorry we can't agree and come together on a solution to this issue." This statement helps put the solution on parents' shoulders, too, and allows you to keep the door open for the future. The open door always helps the difficult parent bend - and come back in a different frame of mind and thinking.





Eighth, never forget a professional reality: Time often proves difficult parents will become your most passionate long-term admirers - and for good reason. You listened to them when others didn't. You empathized with them when others wouldn't. You helped them when others didn't and when they couldn't help themselves. You met their needs and expectations. These actions will create trust and breed loyalty.



Adapted from, How *To Respond To Your Most Difficult Parent*. (V.38, Number 24) [Brochure]
Kansas: The Master Teacher, 2007.



Building Trusting Relationships with Students and Parents throughout the Year

Before The School Year Begins

- Write introductory notes to all students and parents.
- Call students who have had difficulties.
- Call the parents of students who have had difficulties.

At The Beginning of the School Year

- Take charge of the classroom.
- Establish high expectations for behavior.
- Provide positive attention.
- Get to know your students.
- Let the students get to know you.
- Send parents a copy of your classroom management plan.
- Begin making positive phone calls, sending positive notes to parents.



Throughout the Year

- Spend time talking with students regarding non-academics topics.
- Attend student extracurricular events.
- Call students after a difficult day.
- Call students when they are absent.
- Celebrate student birthdays.
- Continue positive communication with parents.
- Conduct home visits.

Adapted from Canter, Lee. *Classroom Management for Academic Success*. Bloomington: Solution Tree, 2006.



Behavior Problems

Shoot for Optimum Teaching- Learning Environment



You've posted the rules for discipline, you've begun the year like the textbooks say, and you've read the manuals that school and school system put out. Suddenly, you have disciplinary problems in your classroom. The tips below for handling troublesome students are chronological. Don't have a conference with a parent until you have tried a few of the techniques. Most times you might just need the first six. These day-to-day methods will prove to be effective in maintaining discipline in your classroom.

- *Shoot for new vibes!* While you are teaching, walk over and stand near the troublesome student. This action puts you in control of the student, who may straighten up with such a reminder.
- *Shoot for a distraction!* Call on the student to give a response to a question, to read a passage aloud, to point to a place on the map, or to do any other thing you can think up. This temporarily takes the student's mind off being troublesome and puts it on the work, where it belongs.
- *Shoot the look!* Give the troublesome student a rigid look! This acknowledges that the student is acting inappropriately and that you find the behavior unacceptable. This does not disturb the class. *Shoot to touch!* Walk over to a troublesome student while you are teaching and gently touch the student. When the student looks at you, shake your head or put your finger to your lips to let it be known that the behavior is still inappropriate and unacceptable.
- *Shoot with a word!* Give a troublesome student a one-liner, stated with authority that requires no answer. "Cool it!" works well. You can usually catch other students you didn't know were misbehaving. *Shout with a statement!* Speak directly to the behavior. In your mind, separate the behavior from the child - they are not the same, Say "Your talking is distracting the class" rather than "You are distracting the class." What you want to do is eliminate the unacceptable behavior, not the kid.
- *Shoot for a time-out!* Physically move a troublesome student quietly and quickly to a pre-designated "time-out" spot in your classroom.
- *Shoot with prayer!* Pray with the student about the problem. Give the student a chance to pray also.
- *Shoot for counseling!* Speak to the troublesome child outside the classroom. You may ask a student to wait for you outside the classroom, but since you are legally responsible for the student, you should get outside as soon as possible. Use your judgment in each situation as to how long this student can safely wait for you. When you speak to the student, try not to become angry. You still want the



student to stop the inappropriate behavior. Documenting begins here. Write on an index card, "*Pat distracting class with talking; spoken to outside class, March 24, 1983, 10:05 A.M.*"

- *Shoot with a note!* Write a brief note to a troublesome student's parent describing the child's behavior. Include the effects the behavior is having on a student. Document the fact that you sent a note, or keep a copy of it.
- *Shoot with a phone call!* You want the parent to cooperate in eliminating the unacceptable behavior that the child exhibits. Realize that while the parent is probably angry at the child, the parent may displace the anger to you. Listen quietly, then ask the parent to work with you to help the child. The message you want to convey is that you care about the student. Document this phone call.
- *Shoot with a conference!* Arrange for a conference with a troublesome student's parent. Here again, describe the behavior and ask for suggestions and arrange to get together again to discuss improvement. Keep in mind that no matter what the reason the child or the parent gives you for the behavior, you still want it stopped. The student's incessant talking in class is distracting to you, to the student, and to others. Your goal is to help children handle crises, not to allow them to make excuses for unacceptable behavior because there are crises. Document the conference.
- *Shoot yourself and the student to the office!* Before taking the student to the office, inform the building administrator of the steps you have taken up to this point. Again, state the unacceptable behavior and ask for suggestions.
- *Shoot for outside help!* Discuss what steps need to be taken with the building administrator.
- *Shoot for an arrangement!* For some reason a student who is a behavior problem in your classroom may behave beautifully in someone else's classroom. While you are waiting for the positive steps to be taken, arrange with a colleague to trade children who exhibit unacceptable behavior at times. It would be better that the student hear a lesson in another classroom and get something out of it than ignore the lesson in your classroom and prevent the other students from hearing it, too.
- Be aware of changes in a student's behavior or appearance. Immediately notify the proper resource people of any of the following symptoms: squinting, listlessness, overtiredness, malingering, poor attendance, inappropriate dress for the weather, severe change in handwriting, fallen grades, unexplained crying, unexplained bruises, personality changes, withdrawn manner, and self-inflicted wounds.



Adapted from Salisbury Harrison, Ann & Burton Spuler, Frances . *Hot Tips for Teachers: a collection of classroom management ideas*. Grand Rapids: McGraw Hill Children's Publishing, 1983.



Detention Sign-in Sheet

School Name:	Date:
Detention Supervisor:	Room Number:

Student Name	Grade	Assigning Teacher	Time In	Time Out	Time Served	Supervisor Initials



Assignments

No busywork! Assignments should be challenging but not frustrating, and they should have a purpose.

- ✦ Make your rules for the use of pen or pencil on assignments clear to the students; then enforce the rules. Be prepared to deal with the question of whether or not it's all right to use erasable pens.
- ✦ Enforce your standards for headings and handwriting on every assignment.
- ✦ Inform students of deadlines and the consequences for handing work in late or not at all. Be consistent.
- ✦ Vary the methods you use for checking assignments. Students can grade their own or switch papers with their neighbors, or you can grade them. If students do the marking, collect the papers and check for errors in correction.
- ✦ Write personal comments whenever possible, but be sure they are constructive and positive.
- ✦ Encourage students to take papers home regularly, have their parents sign them, and return the signed papers to the school for filing.
- ✦ Since you're accountable for what the students do, save signed papers for parent conferences.



Adapted from Salisbury Harrison, Ann & Burton Spuler, Frances . *Hot Tips for Teachers: a collection of classroom management Ideas*, Grand Rapids: McGraw Hill Children's Publishing, 1983.



Test-Taking Tips for Parents



1. Tell your child to attempt to answer all of the questions and not to leave any blanks. There is no penalty for guessing, and students can get partial credit on the open-ended items.
2. Remind your child that the test is important.
3. Explain to your child the importance of using time wisely. If your child gets stuck on a question, encourage him or her to make the best guess or place a mark in the test booklet by that item and go back to it after finishing that section of the test.
4. Make certain your child gets a good night's sleep and a good breakfast before taking the test.
5. Try to make the morning of the test a pleasant one. Do not add to your child's stress.
6. Pray with your child before he or she leaves for school.
7. Get your child to school on time the day of the test.
8. Remind your child to listen carefully to the instructions from the teacher and to read the directions and each question carefully.
9. Encourage your child to stay focused on the test, even if other students finish early.
10. Remind your child that it is okay to mark in the test booklet as a help in taking the test -- i.e., underlining important words, etc. -- but to mark all answers on the answer sheet.

Adapted from http://www.charliefrench.com/test_tips.htm





Iowa Test of Basic Skills

Grade _____ Comparative Chart

NAMES	FALL RESULTS		SPRING RESULTS	
	GE	NPR	GE	NPR





Honor Roll

- ✦ Make the honor roll a big deal for the students who qualify. Recognize these students with:
 - a. Personal congratulatory notes
 - b. Names posted on the bulletin board in the main hall, guidance office, and classroom.
 - c. An article about them in the school paper
 - d. A special pin for them to wear for a day
 - e. An award on Awards Day at the end of the year.
- ✦ Make certain that the students' parents know the exact criteria for being included on the honor roll. Put the criteria in writing and give the list to all teachers, parents, and students.
- ✦ Once the standards for making the honor roll have been set, make no exceptions.
- ✦ Send congratulatory notes to parents.
- ✦ Check periodically on these students who are capable of making the honor roll. If a particular area may keep them from making the honor roll, inform them of the area and perhaps offer suggestions for improvement.





Field Trips

The written objectives for a field trip may be in the realm of learning experiences for the students; but deep in your heart your number one objective is student safety at all times.

- Be selective about field trips, because money and fuel may be tight. Look for a possible walking trip or use mass transit where possible.
- Be sure to motivate the children for the trip and evaluate the trip when you've returned to class.
- Tell everyone who needs to know that you and your class will not be in school.
- Know what to do if there is an emergency. (See your school's emergency policy)
- Have each child's parents' phone numbers for that day with you. Include work and cell phone numbers. Leave a copy at school also.
- Consider making a seating plan for the bus. Leave a copy with the principal.
- If you have an overly active child in your class, ask the child's mother or father to join you as a chaperone on the trip. Assign that student to his or her parent's tour group.
- Provide all chaperones with a list of the children in their group. Include the health information they may need and the emergency phone numbers for each child for that day.
- Be selective in your choice of chaperones. There are children who, because of severe health problems or a serious discipline problem, warrant the presence of a responsible, assertive parent on a class trip.
- Have every minute of the day planned and inform your students of the agenda.
- Allow students to carry no more than they themselves can look after. (You cannot be responsible for twenty-five cameras)
- Count students regularly and often while on the trip. This will take a few minutes but will set your mind at ease.
- It might be a good idea to wear gym T-shirts for easy identification.
- Give the school administrator copies of the following:
 - a. Lists of field trips for the school year. Include the objective of each trip.



- b. Signed and dated permission slips.
- c. A copy of the list of phone numbers.
- d. A list of chaperones.
- e. The name of the bus company and the number of the bus.
- f. A copy of the assigned seating plan.
- g. A list of students' names by partners and groups with list of chaperones.



Adapted from Salisbury Harrison, Ann & Burton Spuler, Frances . *Hot Tips for Teachers: A Collection of Classroom Management Ideas*, Grand Rapids: McGraw Hill Children's Publishing, 1983.



Field Trip Consent Forms

Date: _____ Grade (s) _____ Teacher _____

Where: _____

Reason: _____

Date of Event: _____ Costs: \$ _____

We will leave from _____ at _____ a.m. /p.m.

Place

Time

We will return from _____ at _____ a.m. /p.m.

Place

Time

We are traveling by: _____

Other Remarks: _____

Please Tear off

My child/ren has/have my permission to go on the aforementioned trip. I understand the arrangements and give permission for my child to attend. I also agree to indemnify and hold harmless the sponsoring institute _____ and sponsors for liability arising from any accident or injury occurring during this trip. This specifically includes injury arising from negligence on the part of those mentioned above. This recognizes a shared responsibility among school, student and home. This does not include gross negligence on the part of those mentioned above. This does not waive coverage within the policy limits of church accident insurance, which covers church school- sponsored activities.

- I give my child permission to go on the trip.
- I do not give my child permission to go on the trip.

(Signature of Parent/Guardian)

(Student)

(Date)

In the event of sudden illness or accident requiring attention, my child has permission to obtain emergency medical services. During this trip, I can be reached at the following number (s):

Home: _____ Work: _____ Other: _____

Please indicate any medical problems, allergies or medications: _____

Parent Signature: _____ Student: _____ Date: _____



Planning an Open House

Open house is the first opportunity that you have to make a positive connection with the parents of your students.

As soon as the date is set, **create open house invitations** to send to parents. It is important to let them know about the open house early so that they can clear their schedules and arrange child care.

Next, **put together parent information packets**. These packets should contain all the information that parents need to know about the school and your classroom. You can place these on each desk on the night of open house.

When the parents arrive, **give a welcome presentation to introduce yourself and your classroom**. You can also plan activities that will allow parents to explore the classroom and that **offer them time to answer questions and sign up for parent-teacher conferences**.

Preparing Parent Information Package

If you are both an educator and a parent of elementary school-age children, you know Back-to-School Night can offer some frustration and confusion. Self-guided tours can be easier for the instructor, but they can leave the parent unclear about curriculum, classroom policies, and requirements for the year. Most of the time there's a long line to see the teacher, so important questions might not get asked and you might get less time to know your students' parents than you'd like. Parent information packets can help close the gap.

Go through your files before Back-to-School Night, and **gather up all the information you usually send home during the first few months of the year**. Add a cover sheet with some information and an attractive border or appropriate clip art, and you've got a packet. **Put a copy of the packet on each student's desk before parents arrive for the event**. You can use the packet as the basis for a brief presentation by using resources such as Microsoft Office PowerPoint® 2003, and parents can take the packet home and review it as needed. You'll also get a quick indication of who may not have shown up that evening, just by looking at the desks.

These packets answer a lot of the questions that arise during the first week of school. And, they'll help cut down on the number of mini-conferences with both parents and students so that you have more time to devote to your work in the classroom.



Here are some suggestions for the informational contents of your packet.

Your contact information: Let parents know the best way to contact you by providing only the information they need. Give them your school email address, school phone number and area code, and phone extension if you have one. You can put this information on the packet cover sheet along with the school year, your name, and the school name.

Class Web site: If your school or class has a Website, consider adding the Web address to the cover of your packet. You can also give information about navigating and using the site.

Schedules: Provide your **class schedule** in the front of the packet. Include information about **building hours, class start and dismissal times, scheduled subject times, recesses, lunch, and special days and times such as short days, field trips, holidays, and classroom visits or presentations.** Parents will be much more at ease knowing when and what their children are doing, and this can eliminate a lot of early morning phone calls.





Sample Open House Invitation to Parents



Greetings, Parents!

My name is [Insert name], and I am looking forward to having your child in my room. If you have any questions or concerns, please contact me at [insert phone # or email address].

I would like to invite you to our school's Open House. Come and learn about our classroom procedures and curriculum topics. You are encouraged to attend this event with your child.

Date: [Insert date]

Time: [Insert time]

Location: [Insert location]

Class schedule [Insert daily class schedule]

Thank you for your help and support. I know it will be a fun and successful year for the students. I look forward to meeting you at our Open House.



Graduation

Welcoming Address

We, the 8th grade graduates, welcome you to this special occasion. We realize that we are passing the first great milestone in our preparation for life. The time will come when civil and religious freedom will be taken away from us. When this time comes, the Seventh-day Adventist youth will have to be the ones who stand up for these rights and show the world there are people who won't be intimidated by threats, punishment, and abuse, but instead, will stand up and demand to be heard.

Parents, our first thoughts of appreciation go to you, for we know that it is through your foresight and the many sacrifices you have made for us that we have succeeded in becoming the graduates of this Christian school. You have patiently shared in our troubles at all times, and now we wish to share with you the honors in this moment of graduation.

A special expression of gratitude belongs to our teachers and principal, who have so ably taught us by precept and example. You have always lived before us a Christian life, and pointed us to Jesus as our example. You have given us the desire to follow principles and live wholly for Christ.

We hope you will forget the disappointments we might have caused you and remember only our virtues and the enjoyable times which we had in the past. The ideals you have held before us will continue to lead us.

Sincere thanks to the staff and volunteers who have helped to make our 8th grade year an enjoyable one.

My classmates, the years that we have been privileged to spend in a Christian school have been important ones in the development of our characters. We must strive to continue to build upon this foundation, for a great deal depends upon how we work and the choices we make. Our paths may separate us in the future, but our memories shall keep us friends always. With regret we say farewell to those we leave behind. We enjoyed our pleasant associations with you. May you succeed where we have failed and continue where we have left off.





Graduation Address

Fellow classmates, we look forward eagerly to a new task, new accomplishments and, we hope, new honors. We have heard God's call, for He needs us, one and all. He needs us as trained workers in His great cause, some as missionaries, some in industry, and some in professions and business. God has a place for us to fill, not only in His service but as patriotic citizens. We have made a worthy start. We will not lay away our books, but go on learning. Life is full of lessons, and wise are they who learn them. So our faces are toward the future; our eyes are heaven bound.

Yet, as we look forward, our thoughts turn backward. We recall the happy years of school, as beginners; as fourth graders when we had mastered the multiplication tables and could read words of six letters; we recall the hard lessons that nearly floored us and the joy of conquering them; so many days, so many lessons, so much of gladness, a little sadness and the wonderful programs and events that we enjoyed.

As we look backward, we see those who have made it possible for us to graduate today, our parents with their loving care, the school board with their favors, the teachers with their patient instruction. What a debt we owe them, and how heartily we thank them as we say "goodbye." We are what you have made us, and through the years to come, we shall reflect your influence.

Thousands of commencements are being held for us, thousands of graduates standing proudly to receive diplomas, thousands of more-or-less weighty speeches being made, but only one class that is *us* of *this* school. While we are among many, we are also one, separate, and distinct class. This class has a destiny of its own, a work no other class can do, a page of life no other class can write. Other classes may win more fame, accumulate more wealth, enjoy great things of this life, but let us resolve that none shall live more nobly for God nor serve their country more faithfully. Our school asks us to live for God, to be honest, respectful and industrious. If we accept this challenge, our records in years to come will still be an honor to this occasion. Farewell, school and classmates! We go forward with God's grace to learn new lessons.





Graduation Response & Tribute

Response to Speaker

On behalf of the graduating class of _____, I would like to say thank you for the inspiring words of counsel that you have set before us today.

Speaking for the graduates, we solemnly promise to do our best to measure up, for we know God expects the very best from each one of us. May we say that this is merely the beginning and we trust that you will not judge us harshly. It takes time and labor to gain distinction, but we are glad to have made a beginning.

Thanks for coming and sharing in our graduation exercise.

Teacher Appreciation

We are glad for this opportunity to express our appreciation to our teacher with the presentation of this gift. We know that many times we have caused you anxiety and concern by our carelessness. We appreciate the personal interest you have taken in us. You have worked more faithfully for our wellbeing than we have ourselves. We will always remember the ideals and messages of truth that you have taught us.

In offering you farewell, we assure you that your labors have not gone in vain, for we hope to live up to the high ideals of Christ that you have held before us.





Graduation Class Aims and Mottoes

Aims

- | | |
|----------------------------|---|
| 1. Eternal Harbor | 11. Watch us Climb |
| 2. Forward in His Name | 12. To Go Forward Ever, Backward Never |
| 3. For God and Humanity | 13. Deeds, Not Dreams |
| 4. Onward and Upward | 14. Perfection in Christ |
| 5. Through Straight Paths | 15. Surrender, Determine, Achieve |
| 6. To Live for Him, Higher | 16. A Light To All The World |
| 7. To Finish His Work | 17. Christ As Our Captain |
| 8. Success through Service | 18. To Face Giants |
| 9. Others First | 19. To find God's Plan for Our Life |
| 10. Going For Gold | 20. To Seek First the Kingdom of Heaven |



Mottoes

- | | |
|----------------------------------|----------------------------------|
| 1. Anchored in Heaven | 11. Sail On |
| 2. Onward to the Finish | 12. Strive for Higher Honor |
| 3. Willing Messengers for Christ | 13. Success |
| 4. His Grace Suffices | 14. The Beginning not the End |
| 5. In His Footsteps | 15. The Bible Our Guide |
| 6. Always Upward | 16. On to Heights Ahead |
| 7. Ever On | 17. Heaven our Goal |
| 8. Look Forward, Not Backward | 18. Find a Path or Make One |
| 9. No Victory without Labor | 19. Victory with God |
| 10. On to Victory | 20. Only The best is Good Enough |



Internet Safety Tips

"Our children are our nation's most valuable asset. They represent the bright future of our country and hold our hopes for a better nation. ...Protecting our children against the fear of crime and from becoming victims of crime must be a national priority." (Louis J. Freech, Former Director Federal Bureau of Investigation) Share the following with parents to help keep our children safe.

Signs That a Child Might Be at Risk

- + The child spends large amounts of time on-line, especially at night.
- + You find pornography on the child's computer.
- + The child receives phone calls from men you don't know or is making calls, sometimes long distance, to numbers you don't recognize.
- + The child receives mail, gifts, or packages from someone you don't know.
- + The child turns the computer monitor off or quickly changes the screen on the monitor when you come into the room.
- + The child becomes withdrawn from the family.

What Should Parents Do If They Suspect their Child Is Communicating With A Sexual Predator On-line?

They should:

- Consider talking openly with their child about their suspicions. Tell them about the dangers of computer-sex offenders.
- Review what is on their child's computer. If they don't know how, they should ask a friend, coworker, relative, or other knowledgeable person. Pornography or any kind of sexual communication can be a warning sign.
- Use the Caller ID service to determine who is calling their child. Most telephone companies that offer Caller ID also offer a service that allows a customer to block her number from appearing on someone else's Caller ID. Telephone companies also offer an additional service feature that rejects incoming calls that you block. This rejection feature prevents computer-sex offenders or anyone else from calling your home anonymously.



Internet safety tips continue ...

- Devices can be purchased that show telephone numbers that have been dialed from a family's home phone. Additionally, the last number called from the home phone can be retrieved provided that the telephone is equipped with a redial feature. Parents will also need a telephone pager to complete this retrieval.
- This is done using a numeric-display pager and another phone that is on the same line as the first phone with the redial feature. Using the two phones and the pager, a call is placed from the second phone to the pager. When the paging terminal beeps for the invitation to enter a telephone number, he or she presses the redial button on the first (or suspect) phone. The last number called from that phone will then be displayed on the pager.
- Parents should monitor their child's access to all types of live electronic communications (i.e., chat rooms, instant messages, etc.), and monitor their child's e-mail. Computer-sex offenders almost always meet potential victims via chat rooms. After meeting a child on-line, they will continue to communicate electronically, often via e-mail.

What Can You Do To Minimize The Chances Of An On-line Exploiter Victimizing Your Child?

- Communicate, and talk to your child about sexual victimization and potential on-line danger.
- Spend time with your children on-line. Have them teach you about their favorite on-line destinations.
- Keep the computer in a common room in the house, not in your child's bedroom. It is much more difficult for a computer-sex offender to communicate with a child when the computer screen is visible to a parent or another member of the household.
- Utilize parental controls provided by your service provider and/or blocking software. While electronic chat can be a great place for children to make new friends and discuss various topics of interest, it is also prowled by computer-sex offenders. Use of chat rooms, in particular, should be heavily monitored. While parents should utilize these mechanisms, they should not totally rely on them.
- Always maintain access to your child's on-line account and randomly check his/her e-mail. Be aware that your child could be contacted through the U.S. Mail. Be up front with your child about your access and reasons why.
- Teach your child the responsible use of the resources on-line. There is much more to the on-line experience than chat rooms.





Internet safety tips continue ...

- Find out what computer safeguards are utilized by your child's school, the public library, and at the homes of your child's friends. These are all places, outside your normal supervision, where your child could encounter an on-line predator.
- Understand, even if your child was a willing participant in any form of sexual exploitation, that he/she is not at fault and is the victim. The offender always bears the complete responsibility for his or her actions.
- Instruct your children:
 - i. Never to arrange a face-to-face meeting with someone they met on- line;
 - ii. Never to upload (post) pictures of themselves onto the Internet or on-line service to people they do not personally know;
 - iii. Never to give out identifying information such as their names, home address, school name, or telephone number;
 - iv. Never to download pictures from an unknown source, as there is a good chance there could be sexually explicit images;
 - v. Never to respond to messages or bulletin board postings that are suggestive, obscene, belligerent, or harassing;
 - vi. That whatever they are told on-line may or may not be true.

Federal Bureau of Investigation

Cyber Division, Innocent Images National Initiative

11700 Beltsville Drive Calverton, MD 20705

Contact your local FBI office for further information.



Adopted from: "A Parent's Guide to Internet Safety".

<http://www.fbi.gov/publications/pguide/pguide.htm>



Internet Safety Lesson

Grade Level: 3-8

Goals:

- To increase student knowledge of internet safety.
- To aid students identifying dangers on the internet.
- To build critical-thinking and decision-making skills relating to computer usage.
- To help students protect themselves from inappropriate behavior online.

Handouts

Handouts with relevant websites and links

Internet user policy agreement for students and parents

Internet scenarios discussion activity

Content Outline

1. "Stranger Danger"

On the street rules: Say 'No'; get away; tell someone

At home: Never open your door to strangers.

Same rules apply to the internet

Tell a parent or adult if someone you don't know, a stranger, tries to talk to you online.

2. Going on the internet is like going out on Halloween

Everyone's face is hidden. Unless you know your friend's costume (online name), you don't know if you are talking to your friends or someone you don't know. Any strangers can pretend to be friends and you have no way of knowing who they are because they are behind the mask of the computer.

3. Appropriate Websites

They should be approved by parents, guardian or teachers. If you feel funny or uncomfortable with what you see, tell an adult.

4. Appropriate Email Response

Do not open email from strangers.

Do not open email with attachments.



Internet safety lesson cont'd...

Do not give out an email address (unless approved).

If someone uses a bad word, tell an adult.

5. Appropriate information to share

Do not give out personal information like your name, where you live, your telephone number, birthdates, height, weight, photo, parents' name, or your school.

6. Information you can give out

Don't give [TMI] too much information in your online name. (Sunnygirl14, Sweetie15, Goldguy15, 90tampa) Can you tell someone you like blue? You like pizza? You like baseball? *Yes*. Should you share your favorite movie theater, or your favorite beach? *No*

7. Meeting people on the Internet

Have adults approve someone before you talk with him or her on the internet. If someone asks to meet you, tell an adult immediately. Never arrange for a face-to-face meeting with someone you met online.

8. Summary

Talk with adults about what you are doing on the internet, and the websites that you visit; and have an agreement with your parents or guardian about how you use the internet. Do internet scenarios discussion.



<http://www.fbi.gov/publications/pguide/pguide.htm>



Internet Scenarios Discussion

Grades 3-5

Objectives:

- Identify how to protect yourself from inappropriate internet behavior.
- Identify types of personal information.

Internet Safety Scenarios

1. Susan has been talking online to a girl named Becky for a few days now. Becky has told Susan where she lives, how old she is, where she goes to school, and what she looks like. Becky asks Susan what school she goes to. (*Is it okay for Susan to tell her? What else shouldn't Susan tell Becky?*)
2. Samuel is online talking to his friend, Matt from school. They are working on their homework together and studying for a test. Matt says they should meet before class to review for the test. (*Is this okay? Should Samuel also ask a parent just to make sure?*)
3. Martha is talking to a friend online when she gets a message saying there is trouble with her computer and she needs to type in her online password again. (*Should she do it? What should she do?*)
4. Jerome is talking to a friend online whom he met on the internet. The friend offers to help him finish his homework and asks for Jerome's phone number. (*Is it okay for Jerome to give it to him, since it has to do with homework? What should Jerome do?*)
5. Alan is online when he gets a message saying he won a free computer! He just needs to send in his address and phone number so it can be mailed to him. (*Should he give the information? What should he do?*)
6. Mike got an email from someone he doesn't know, with a file attached. (*Should he open it? What should he do?*)





Internet Scenarios Discussion

Grades 6-8

Objectives:

- Identify how to protect yourself from inappropriate internet behavior.
- Identify types of personal information

Internet Safety Scenarios

1. Susan has been talking online to a girl named Becky for a few days now. Becky has told Susan where she lives, how old she is, where she goes to school, and what she looks like. Becky asks Susan what school she goes to. *(Is it okay for Susan to tell her? What else shouldn't Susan tell Becky?)*
2. Martha is talking to a friend online when she gets a message saying there is trouble with her computer and she needs to type in her online password again. *(Should she do it? What should she do?)*
3. Mike got an email from someone he doesn't know, with a file attached. *(Should he open it? What should he do?)*
4. Alice has been talking to Leah online for several months. Leah says she is the same age as Alice and lives nearby. Leah wants to meet Alice in the mall to go shopping. *(Should Alice go meet her? What should she do?)*
5. Meg gets an online message from a woman who says her name is Mrs. Brown, and that she is a math teacher. Mrs. Brown wants to know what school Meg goes to and what her teacher's name is. *(Should Meg tell her? What should she do?)*
6. Mike got an email from someone he doesn't know, with a file attached. *(Should he open it? What should he do?)*



Internet and Phone Jargons

The Internet can be an extremely useful tool. However, it is sometimes misused and taken advantage of. Below are internet and phone jargons that are commonly used. Understanding them can help save our children.

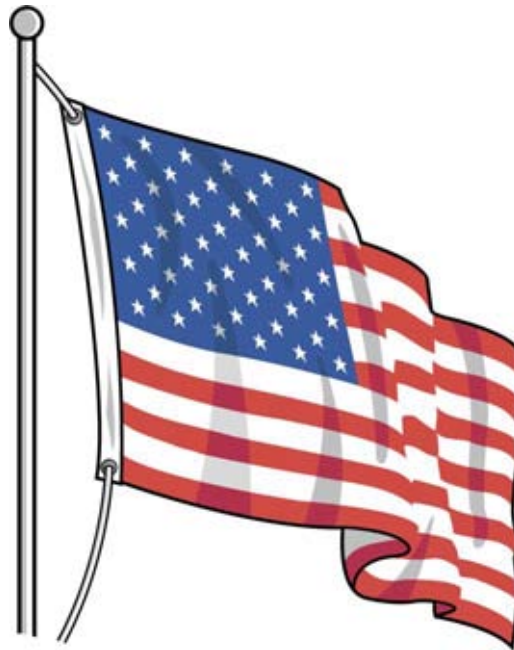
Courtesy of www.netlingo.com

Acronyms	Definitions	Acronyms	Definitions
143	<i>I love you</i>	LMIRL	<i>Lets meet in real life</i>
182	<i>I hate you</i>	LOL	<i>Laugh out loud</i>
1174	<i>Nude Club</i>	NAZ	<i>Name, address, zip</i>
420	<i>Marijuana</i>	NIFOC	<i>Nude in front of computer</i>
2nite	<i>Tonight</i>	OLL	<i>On line love</i>
2moro	<i>Tomorrow</i>	P911	<i>Parent alert</i>
ADR	<i>Address</i>	PAW	<i>Parents are watching</i>
AEAP	<i>As early as possible</i>	PIR	<i>Parent in room</i>
ALAP	<i>As late as possible</i>	POS	<i>Parent over shoulder</i>
ASL	<i>Age/Sex/Location</i>	PRON	<i>Porn</i>
BRB	<i>Be right back</i>	Q2C	<i>Quick to cum</i>
CYT	<i>See you tomorrow</i>	RU/18	<i>Are you over 18?</i>
DOC	<i>Drug of choice</i>	RUMORF	<i>Are you male or female?</i>
GNOC	<i>Get naked on Cam</i>	SMEM	<i>Send me email</i>
GYPO	<i>Get your pants off</i>	SO	<i>Significant other</i>
HAK	<i>Hugs and kisses</i>	SorG	<i>Straight or gay</i>
IWSN	<i>I want sex now</i>	TDTM	<i>Talk dirty to me</i>
ILU	<i>I love you</i>	WUF	<i>Where you from</i>
Kitty	<i>Code for vagina</i>	WYRN	<i>What's your real name</i>
KPC	<i>Keep parents clueless</i>	XOXO	<i>Hugs and kisses</i>



CELEBRATE FREEDOM

Anthem, Pledge and Flag





The Star Spangled Banner

By Francis Scott Key, 1814

*Oh, say can you see
by the dawn's early light
What so proudly we hailed
at the twilight's last gleaming?
Whose broad stripes and bright stars
through the perilous fight,
O'er the ramparts we watched
were so gallantly streaming?
And the rocket's red glare,
the bombs bursting in air,
Gave proof through the night
that our flag was still there.
Oh, say does that Star Spangled
Banner yet wave
O'er the land of the free
and the home of the brave?*





The Pledge of Allegiance

*I Pledge allegiance
To the flag
Of The United States of America
And to the Republic
For which it stands:
One Nation
Under God,
Indivisible,
With Liberty
And Justice
For all*

The pledge should be said while standing at attention and facing the flag with right hand over the heart. When not in uniform, men should remove their hats or caps with their right hands and hold them at their left shoulders, the hand being over the heart. Persons in uniform should remain silent, face the flag and render the military salute.

The same behavior applies during the raising or lowering of the flag, or when it passes on parade.





The American Flag

On June 14, 1777, Congress adopted what became known as the Stars and Stripes, a flag of 13 red and white stripes with a blue field bearing 13 stars, one for each state.

The Colors

In 1782, when the colors of the flag were made part of the Great Seal of the United States, the Department of State explained the colors and their meanings.

Red stands for hardiness and courage,

White is the symbol of purity and innocence, and

Blue is the color of vigilance, perseverance, and justice.

When and How to Display the U.S. Flag

The United States Flag Code stipulates that, as the symbol of a living country, the flag is considered in itself a living thing and should be properly displayed and cared for. The code outlines the proper ways to display the American flag.

- ✦ Raise the flag briskly. Lower it ceremoniously.
- ✦ Never allow the flag to touch the ground or floor.
- ✦ Do not fly the flag in bad weather, unless it is an all-weather flag.
- ✦ The flag can only be flown at night if properly illuminated. Otherwise, it should only be flown from sunrise to sunset.
- ✦ The flag should always be allowed to fall free.
- ✦ The flag should never be used to carry, store, or deliver anything.
- ✦ Never fly the flag upside down except to signal an emergency

Ceremony

- ✦ When hung over a sidewalk on a rope extending from a building, the stars are always away from the building.
- ✦ When the flag is hung over a street running east to west, the stars are always toward the north. When the flag is hung over a street running north to south, the stars are always toward the east.



The American Flag continues

- ✦ When a group of flags is being displayed, the U.S. flag should be at the center and at the highest point. The only exception is when the flag of another nation is being flown—national flags should be of the same size and should fly at the same height.
- ✦ When covering a casket, the stars should be at the head and over the left shoulder. The flag should never touch the ground or be lowered into the grave.

Inside

- ✦ When on a speaker's podium, the flag should be either above and behind the speaker, or to the speaker's right as he faces the audience.
- ✦ When displayed either horizontally or vertically against a wall, the union (blue field) should be uppermost and to the flag's right, that is, the observer's left.
- ✦ In a window, or suspended above a corridor, the flag should hang with the union on the viewer's left.

Government

- ✦ The flag should be flown daily at the main administration building of public institutions.
- ✦ Polling places should display a flag on election days.
- ✦ School buildings should display a flag when school is in session.
- ✦ Flags should fly at half-mast on the deaths of certain government officials.
- ✦ When the flag is displayed against a wall with another flag from crossed staffs, the U.S. flag should be on the right (facing the audience) and its staff should be on top of the other flag's.

Parades

- ✦ When the flag is carried in procession with other flags, it should be either on the right of the line of flags, or in front of the center of the line.
- ✦ On floats, the flag should be displayed on a staff.
- ✦ The flag should not be draped over a car, train, or boat. When displayed with a car, the flag's staff should be attached to the right fender, or the chassis.
- ✦ The flag should be held upright and should not be dipped to any person or thing. Regimental, state, or organizational flags may be dipped.





Decoration

- ✦ The flag should never be used as clothing, bedding, or drapery. Red, white, and blue bunting may be used as decoration instead, with the blue on top, white in the middle, and red below.
- ✦ The flag should never be part of a uniform, but a flag patch or lapel pin can be part of a police or other uniform.
- ✦ The flag should not be used to cover a statue or monument.
- ✦ The flag should not be used to cover a ceiling.
- ✦ Advertising banners should not be hung from the same staff as a flag.
- ✦ The flag should not appear on napkins, boxes, or other disposable items, nor should it be embroidered on cushions, handkerchiefs, or similar objects.

Flag Maintenance

- ✦ The flag should never be carried flat or horizontally, but always aloft and free.
- ✦ Care should be taken not to let the flag get torn, dirty, or damaged.
- ✦ The flag should never have placed upon it, nor attached to it, any mark, insignia, letter, word, figure, design, picture, or drawing.

When to Fly the Flag

The flag can be displayed on all days, but in particular it should be flown on:

- ✦ New Year's Day, January 1
- ✦ Inauguration Day, January 20
- ✦ Lincoln's Birthday, February 12
- ✦ Washington's Birthday, third Monday in February
- ✦ Easter Sunday (variable)
- ✦ Mother's Day, second Sunday in May
- ✦ Armed Forces Day, third Saturday in May
- ✦ Memorial Day (half-staff until noon, when it should be raised to the top of the staff), the last Monday in May
- ✦ Flag Day, June 14
- ✦ Independence Day, July 4
- ✦ Labor Day, first Monday in September
- ✦ Constitution Day, September 17
- ✦ Columbus Day, second Monday in October
- ✦ Navy Day, October 27
- ✦ Veterans Day, November 11
- ✦ Thanksgiving Day, fourth Thursday in November





- ✚ Christmas Day, December 25
- ✚ Other days as may be proclaimed by the President of the United States
- ✚ The birthdays of States (date of admission)
- ✚ State holidays



Monthly Activities

- September
- October
- November
- December
- January/February
- March/April/May





September





Student Interviews and Introductions

Grade Levels: K - 8

Objectives

- Students work cooperatively with partners.
- Students learn interview and note-taking techniques.
- Students make oral presentations.
- Students learn about their classmates.

Materials

Student worksheet

Digital Camera

Printer



Procedures

1. Assign each student a partner, trying to match students who do not know each other.
2. Students use worksheet questions to interview each other, then fill out the questionnaires about their partners.
3. At a group meeting, partners introduce each other and tell what they have learned about their partners to the class.
4. Students post completed information on a bulletin board along with pictures of their partners.



Introduction Worksheet

Interviewee:

Interviewer:

Directions: Write your names at the top of this sheet. The interviewer needs to write down the answers of the interviewee. Add additional information learned at the bottom of this sheet.

1. Where were you born? _____

2. How many years/months/weeks have you lived in this town?

3. How many people are in your family? _____

4. Do you have any pets? If so, what kind, what are their names, and describe what they look like. _____

5. What was the best thing you did all summer? _____

6. What do you like to do in your spare time? _____

7. What is your best subject in school? _____

8. What is the best book you have ever read? _____

9. What do you like most about school? _____

10. What do you like least about school? _____

11. How would people who know you well describe you? _____



Recalling Names

Grade Levels: K - 4

Objectives

- Students will improve their listening skills.
- Students will build classroom community.
- Students will learn each other's names.

Materials

- Soft foam ball

Procedures

1. Everyone sits in a circle, including you.
2. Explain that you are going to practice each other's names. Therefore it's very important that you listen and make eye contact with people who are speaking.
3. You go first; say your name and then hand the ball off, rotating the ball clockwise around the circle. The next student says your name, his name, and then hands off the ball to the next student. That student says your name, the previous student's name, and then his name. Proceed in this pattern around the circle. Allow the students to help each other remember the names.
4. Now, sitting in the same circle, roll the ball to a student. She should say your name and then her name. She should then roll the ball towards another student, saying that student's name. Continue this until everyone has been named.
5. Have the students stand up and scramble the circle. Try remembering everyone's name with one of the above procedures.





How You Get to School

Grades K - 1

Draw a picture of how you get to school and write about it. Describe how you get to school, who you go with, and how long the trip takes.

A large, empty rectangular box with a black border, intended for the student to draw their mode of transportation to school.

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for the student to write their description.





Occupations Collage Craft

Grades 1 - 4

Objective

- To make an occupations collage for Labor Day

Supplies:

- Old magazines
- Scissors
- Glue
- Thick Paper or poster board
- Markers or crayons (to decorate your collage)

Procedure

1. Cut a variety of pictures of workers from old magazines.
2. Glue the pictures artistically onto the paper or poster board.
3. Decorate the collage using markers or crayons
4. On a separate sheet of paper write a paragraph about the professions pictured in the collage.
5. Display collages with paragraphs on bulletin board.





Jobs Word Scramble

Grades 3 - 5

Name: _____ Date: _____

Directions: Unscramble these words to find jobs that people do.

1. MURBLEP _____

2. MERFRA _____

3. SNURE _____

4. CRETHER _____

5. TROSILF _____

6. TROCA _____

7. OKOC _____

8. TILOP _____

9. SITTRA _____

10. WELRAY _____





Jobs Word Scramble Answer Sheet

Grades 3 - 5

Name: _____ Date: _____

Directions: Unscramble these words to find jobs that people do.

- | | |
|------------|---------|
| 1. MURBLEP | Plumber |
| 2. MERFRA | Farmer |
| 3. SNURE | Nurse |
| 4. CRETHEA | Teacher |
| 5. TROSILF | Florist |
| 6. TROCA | Actor |
| 7. OKOC | Cook |
| 8. TILOP | Pilot |
| 9. SITTRA | Artist |
| 10. WELRAY | Lawyer |





Occupations Word Scramble

Grades 6 - 8

Name: _____ Date: _____

Directions: Unscramble these words to find jobs that people do.

1. NICCIATREEL _____
2. RENGENIE _____
3. CRETHERA _____
4. HELTATE _____
5. GEDUJ _____
6. CORTNOCUD _____
7. BIALIRRNA _____
8. ECILOP RECIFFO _____
9. THIRFEGERFI _____
10. ORTSATUNA _____
11. LIMA RARRICE _____
12. DIPACRAME _____
13. SITTRA _____
14. NACISIMU _____
15. CKURT RREVID _____



Occupations Word Scramble Answer Sheet

Grades 6 - 8

Name: _____ Date: _____

Directions: Unscramble these words to find jobs that people do.

- | | |
|-------------------|----------------|
| 1. NICCIATREEL | Electrician |
| 2. RENGENIE | Engineer |
| 3. CRETHEA | Teacher |
| 4. HELTATE | Athlete |
| 5. GEDUJ | Judge |
| 6. CORTNOCUD | Conductor |
| 7. BIALIRRNA | Librarian |
| 8. ECILOP RECIFFO | Police Officer |
| 9. THIRFEGERFI | Fire Fighter |
| 10. ORTSATUNA | Astronaut |
| 11. LIMA RARRICE | Mail Carrier |
| 12. DIPACRAME | Paramedic |
| 13. SITTRA | Artist |
| 14. NACISIMU | Musician |
| 15. CKURT RREVID | Truck Driver |



Hispanic Heritage Month

Grades 3-8

In September 1968, Congress authorized President Lyndon B. Johnson to proclaim National Hispanic Heritage Week. The observance was expanded in 1988 to a month long celebration (Sept. 15 - Oct. 15). America celebrates the culture and traditions of U.S. residents who trace their roots to Spain, Mexico and the Spanish-speaking nations of Central America, South America and the Caribbean.

Activity

Research a famous American of Hispanic / Latin American Heritage and write a biographical sketch of the individual. Include pictures. Do an oral presentation in class. Display pictures and biographical sketches on a bulletin board. Title it 'HISPANIC HERITAGE MONTH'.

Examples of Hispanic Americans: Sonia Sotomayor, William (Bill) Richardson, Henry Cisneros, Antonio Coello Novello, Robert Merendez and more.





Maracas Craft

Grades K -3

A Maraca is a Latin American and Tupi rattle. The original maracas were made from hollow gourds filled with pebbles or seeds.

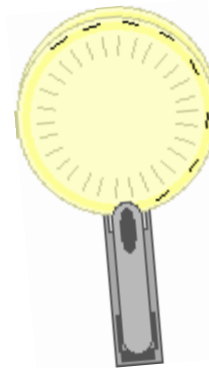
Supplies Needed:

- + Two paper plates
- + Dried beans, rice, or popcorn
- + Stapler
- + Glue
- + Paint, markers, or crayons
- + 1" x 4" strip of foam board



Procedure

1. Put a handful or two of dried beans, rice, or popcorn in a paper plate.
2. Paste, then staple a second paper plate securely on top of the first with a 1"x4" strip of foam board in between, as is shown in picture.
3. Decorate the maracas with paint, crayons or markers. Make them bright and colorful.
4. Use your maracas to make music.





OCTOBER





Papier-Mâché Globe

Grades 3 - 8



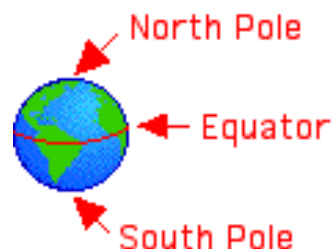
Objective:

- To make your own globe of the Earth.
- To trace the travel routes of Christopher Columbus

Supplies needed:

- A round balloon
- Lots of newspaper
- Flour and water glue (instructions below)
- A container for mixing the glue (old plastic containers work well)
- A spoon or stick to stir the glue
- A printer
- Pencil
- Blue and green tempera paint
- Paint brushes
- A dark marker

1. Make thin glue from flour and water using 1 cup of flour into 1 cup of water until the mixture is thin and runny. Stir into 4 cups of boiling water. Simmer for about 3 minutes; then cool.
2. Tear a lot of strips of newspaper. Strips should be about 1 inch wide; the length doesn't really matter.
3. Blow up and tie a round balloon for each student.
4. Papier-Mâché: Dip each strip of paper into the flour glue, wipe off excess, and wrap the strip around the balloon. Have at least three layers surrounding the balloon. Let it dry (at least overnight) after each layer.
5. Let the globe dry completely. (It may take a few days.) When the papier-mâché is dry, the balloon usually pops by itself, and separates from the papier-mâché skin.
6. Print out maps of the Earth (or use a commercial globe or maps).





Papier-Mâché Globe continues ...

Activity:

- Using a pencil, draw a line around the midsection of the balloon representing the equator, and draw a dot for each of the poles.
- Draw the continents on the globe. Paint the seven continents green with tempera paints. (Or you may paste the pictures of the continents on the globe)
- When the continents are done and the paint has dried, use blue paint to represent the oceans, seas, and lakes. Let the paint dry.
- With a colored marker use arrows to trace the routes Columbus took in his explorations.
- Using a dark marker, have the student label the major features on the globe and also where the child lives.





Christopher Columbus Song

(Sung to the tune of "The Farmer in the Dell")

In 1492,
In 1492,
Columbus sailed across the sea,
In 1492.

For 70 days he sailed,
For 70 days he sailed,
Columbus sailed across the sea,
For 70 days he sailed.

He came to a new land,
He came to a new land,
Columbus sailed across the sea,
And came to a new land.

Exploring he did go,
Exploring he did go,
Columbus sailed across the sea,
Exploring he did go.

He sailed back home to Spain,
He sailed back home to Spain,
Columbus sailed across the sea,
Then sailed back home to Spain.

http://www.tooter4kids.com/classroom/columbus_day.htm



Christopher Columbus

Research Activity

1992 marked the 500-year anniversary of Christopher Columbus' discovery of the New World. In the United States, October 12th is called Columbus Day. In Canada and Latin America it is called Dia de la Raza. Dia de la Raza means, literally, "day of the race." It is a day set aside to celebrate the ways in which the Spanish people (race) have influenced the world.

Many people are concerned that students do not know that other explorers came to North America before Columbus, and, of course, they should know this. However, these earlier explorations do nothing to diminish the fact that when Columbus landed in the Bahamas and went back to report his discoveries, he opened the North and South American continents to further exploration and eventual settlement.

Find out more

1. What did most people believe about the shape of the earth in Columbus' time?
2. What was the main purpose of Columbus' voyage? What did he hope to find?
3. Who financed Columbus' first voyage? How?
4. Where did Columbus think he had landed when he reached the Bahamas?
5. Why did he name the native people "Indians"?





WebQuest Activity Lesson Plan

Grades: 4-6

Title: Christopher Columbus

Objectives:

- To learn more about Christopher Columbus
- To discover the lands Christopher Columbus explored.
- To help students understand the experiences and adventures of the explorers.



Introduction

Christopher Columbus traveled many lands. He tried to persuade kings and queens to give him money for food and ships so he could find a new route to China. He persuaded King Ferdinand and Queen Isabella of Spain to give him money. In return he promised to give them new lands, spices, money, and new people to become Christians.

Task

Columbus and other early explorers provide individuals with the opportunity to explore worlds of knowledge and the discovery of the new worlds. Have students go on a web hunt to learn more about Christopher Columbus; Find out why he wanted to explore new lands; discover the lands he explored, and find out the experiences and adventures of the explorers.

Answer the following questions in your search:

1. Who is Christopher Columbus? Describe his early years.
2. Why did he want to explore New Worlds?
3. How many voyages did Christopher Columbus take? Which countries did he discover on each trip?
4. How many ships did Christopher Columbus use on his mission? Write a paragraph sharing what you have learned about them.
5. How were Columbus' crew paid on the first voyage?
6. At what age did Columbus die? Explain the cause of death.

Process

1. Tell students that it is a group project; so all participants must work together to find answers to the questions asked in your search. Select a leader, a recorder and a reporter. Everyone must agree on what is to be reported. Each group must have



at least four members. The leader can be the reporter. Make your presentation original and interesting.

2. Have a group meeting to decide how the assignment will be conducted. Designate a place and time to discuss and share responses. Present your finding in PowerPoint or written report.

Evaluation

Use a rubric with a clear understanding of the grading criteria to evaluate their efforts. A copy of the rubric is provided.





NOVEMBER





Thanksgiving Poem

The First Thanksgiving

Beulah Hoake



When Pilgrims came to this fair land,
The year was sixteen-twenty
They asked God for a helping hand
To assure them food and plenty.

For all was new, and things that grew
Were not their usual fare,
But a miracle would see them through-
Of this they were aware.

Then God send a noble Indian chief-
The great Samoset, his name,
With wisdom far beyond belief,
This wilderness to tame.
He came with precious fertile seeds
Of beans and squash and corn,
And taught them how to meet their needs,
Their tables to adorn.

They tilled the soil and planted seed
From dawn till set of sun,
And nurtured it with care indeed
Till the battle had been won.

And when the harvest time was o'er
With its bounty for good living,
Great thanks unto the Lord they bore
With the Pilgrim's first Thanksgiving.

Tonn, Hooper Maryjane and Hafemeister, John H. *Ideals* -Thanksgiving. Milwaukee: Ideals Publishing CO., Vol. 25, No. 5 -September, 1968



Thanksgiving

For This One Hour

William Arthur Ward

For this one hour I can be grateful.

I can thank God for life itself, for opportunities, for friends, and for a hundred other blessings and privileges to be counted, cherished and enjoyed.

For this one hour I can be cheerful.

Equipped with a smile, a song, and a sunny disposition, I can transform the atmosphere, enrich my environment, and brighten the day for others

For this one hour I can be optimistic.

Striking a happy medium between the pessimist and the Pollyanna, I can realistically and confidently expect good things to happen to me and through me.

For this One hour I can be unselfish.

I can take the Golden Rule off the shelf, dust it, unwrap it, and put it to work in my thoughts, words and actions right now.

For this one hour I can look for the best in others.

It may take some diligent searching, patient Seeking, and careful screening, but I will work at it, even as I want others to look for the best in me.

For this one hour I can make someone happy.

I can do it through a word of encouragement or comfort, or perhaps by a helping hand, an understanding touch, an empathetic look, a telephone call, a letter, or a visit.



For this one hour I can be forgiving.

I can leave the lowlands, of resentment, grudges and bitterness, and rise to the highlands of understanding, love and forgiveness.

For this one hour I can be generous.

I can listen quietly and attentively when others want to talk. I can look for opportunities to give a well-deserved compliment to someone who needs it most.

For this one hour I can live in the present.

Now is the only time I have, and I can use this hour wisely as a personal and precious gift from God.



Tonn, Hooper Maryjane and Hafemeister, John H. *Ideals* -Thanksgiving. Milwaukee: Ideals Publishing CO., Vol. 25, No. 5 -September, 1968



Thanksgiving Writing Activity

Grades K-5

Name: _____



I am thankful for

When I think of Thanksgiving I think about

My best Thanksgiving memory is



Pilgrim Collage

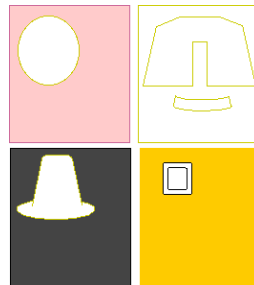


Supplies needed:

- Construction paper (black, white, yellow, and pink for the Pilgrim + a piece of paper for the background)
- Pencil
- Glue
- Scissors
- Markers or crayons

Procedure:

1. Draw and cut out the parts of the Pilgrim, the head, hat, hat band, buckle, and collar. (Use picture above as a guide.)
2. Trace the hat on black construction paper. Trace the face on pink construction paper. Trace the collar and hat band on white construction paper. Trace the buckle on yellow construction paper. Cut out pieces.



3. Assemble the Pilgrim and glue the pieces onto a piece of background paper. Let older students figure out in what order they should place the pieces (collar first, then head, hat, hat band, then the buckle).
4. Using crayons or markers, draw eyes, a nose, and a mouth on your Pilgrim. Display Pilgrim on bulletin board.



DECEMBER





Make A Paper Christmas Tree

Grades k - 2

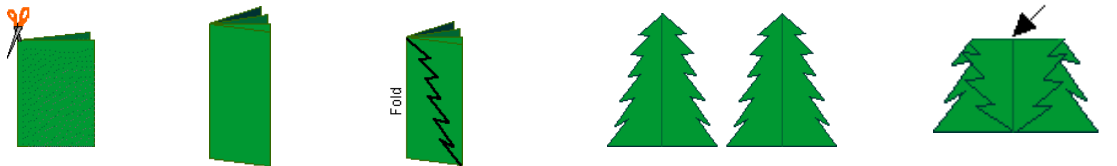
Supplies

- Green construction paper
- Crayons, markers, glitter glue, or tempera paint
- Scissors, clear tape



Procedure

1. Fold a piece of green construction paper in half; then cut it in half. Fold both pieces as is shown in the picture below.
2. Draw half a Christmas tree opposite the fold.



3. Cut along the line. You should get two identical trees. Fold the trees in half; just barely creasing the center line (this is to mark the center of the tree.)
4. Cut a slit along the bottom half of the center of one tree and along the top half of the center of the other tree.
5. Slip the two trees together along the slits. Using clear tape, tape the bottoms and tops together. (Pieces of tape on the bottom and at the top make the tree stand up well and stop the slit ends from flopping over.)



6. Decorate your tree with crayons, markers, glitter glue, or tempera paint. Or you can use sticker stars.



Hand Prints Wreath

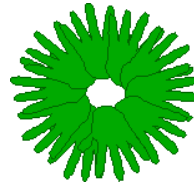
Grades K - 2



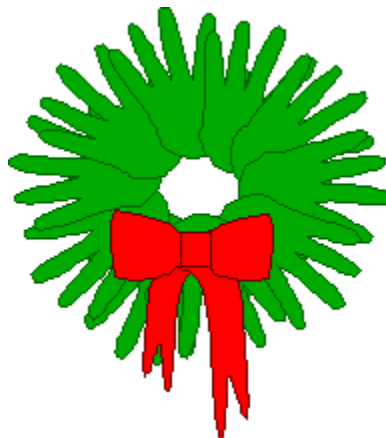
Supplies needed:

- A lot of green construction paper
- A piece of red tissue paper or a red ribbon
- Pencil
- Scissors
- Glue
- Optional: Glitter or glitter glue

1. Trace each child's hand on a piece of green construction paper.
2. Cut out the hand print. Make about 10 paper hands for each wreath.

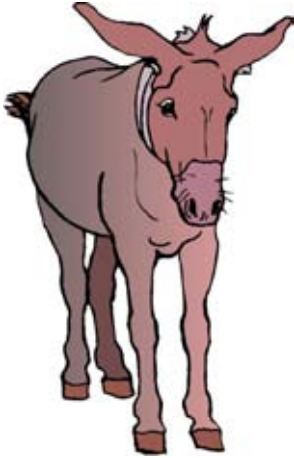


3. Glue the hand prints together in a wreath shape, with the wrists overlapping a little bit.
4. Glue on a red ribbon bow or you can make one from red tissue paper.
5. Optional: Decorate your wreath with glitter or glitter glue.





Little Donkey



*Little donkey, little donkey,
On the dusty road.
Got to keep on plodding onwards,
With your precious load.*

*Been a long time, little donkey,
Through the winter's night.
Don't give up now, little donkey,
Bethlehem's in sight.*

*Little donkey, little donkey,
Had a heavy day.
Little donkey, carry Mary
safely on her way.*

*Do not falter, little donkey,
There's a star ahead.
It will guide you, little donkey,
To a cattle shed.*

<http://www.dltk-holidays.com>



The Nativity Story

Luke 2: 1-14 (NLT)



Activity

Use as a readers' theatre for Chapel or Christmas program

- All:** At that time the Roman emperor, Augustus, decreed that a census should be taken throughout the Roman Empire.
- Speaker 2:** This was the first census taken when Quirinius was governor of Syria.
- Speaker 3:** All returned to their own ancestral towns to register for this census.
- Speaker 4:** And because Joseph was a descendant of King David, he had to go to Bethlehem in Judea, David's ancient home. He traveled there from the village of Nazareth in Galilee.
- Speaker 5:** He took with him Mary, his fiancée, who was now obviously pregnant.
- Speaker 6:** And while they were there, the time came for her baby to be born.
- Speaker 7:** She gave birth to her first child, a son. She wrapped him snugly in strips of cloth and laid him in a manger, because there was no lodging available for them.
- Speaker 8:** That night there were shepherds staying in the fields nearby, guarding their flocks of sheep.
- Speaker 10:** Suddenly, an angel of the Lord appeared among them, and the radiance of the Lord's glory surrounded them. They were terrified,
- Speaker 11:** But the angel reassured them. "Don't be afraid!" he said. "I bring you good news that will bring great joy to all people."



Speaker 12: The Savior—yes, the Messiah, the Lord—has been born today in Bethlehem, the city of David!

Speaker 13: And you will recognize him by this sign: You will find a baby wrapped snugly in strips of cloth, lying in a manger."

Speaker 14: Suddenly, the angel was joined by a vast host of others—the armies of heaven—praising God and saying,

All: "Glory to God in highest heaven,
and peace on earth to those with whom God is pleased."





JANUARY & FEBRUARY





Make a Snowman

Make attractive snowman decorations using paper plates. Use them to decorate the classroom during the winter months.

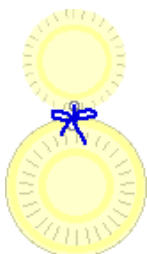
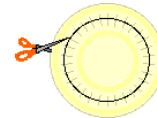
Supplies

- 2 white paper plates
- Construction paper (black, red) or wrapping paper
- An orange pipe cleaner (for the nose)
- A short length of yarn or ribbon
- Hole punch
- Marker or crayons
- Scissors
- Glue
- Optional: Google eyes, large buttons



Procedure

1. Cut off the outer rim, making a smaller plate from one of the paper plates.
2. Punch a hole near the rim on both plates.
3. Tie the two plates together, using the yarn (or ribbon).
4. On black construction paper, draw and then cut out a top hat and two boots. On colored construction paper (or gift wrap paper), draw and then cut out two mittens.
5. Glue the hat, boots, eyes, pipe cleaners and mittens onto the snowman.





Make a Monthly Calendar

Grades K - 2

Objectives

- To teach the number of days in each month.
- To practice counting and writing numbers.
- To construct a monthly calendar.
- To teach the calendar rhyme.

Procedure

1. Print copy of calendar outline for each student.
2. Have the student put the name of the month on the page.
3. Determine on which day the month starts, and start your numbering on that day. For example, January 2011 starts on a Saturday.
4. Then find out how many days are in that month.
5. Teach students the rhyme below that will help them determine the number of days in the month.
6. Thirty days hath September April June and November; all the rest have thirty-one excepting February alone, which only has but twenty-eight days and twenty-nine in each Leap year. (There are many variations to this rhyme.)
7. Fill in the numbers. Students can use special colors to highlight special days and weekends.





Monthly Calendar Outline

Month: _____ Year: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



Thirty Days Hath September

Thirty days hath September,
April, June, and November;
All the rest have thirty-one,
Excepting February alone,
Which only has but twenty-eight days,
And twenty-nine in each leap year.





Martin Luther King Jr. Activity

Grade 3-4

Name: _____

Date: _____

Read each statement below and decide whether it is 'True' or 'False':

1. Martin Luther King Jr. was born in 1929. (True or False) _____
2. MLK was born in Spencer, West Virginia. (True or False) _____
3. It took 15 years to create the federal Martin Luther King, Jr. holiday. (True or False) _____
4. MLK was never arrested. (True or False) _____
5. MLK organized a massive march on Washington on August 28, 1963, which brought more than 200, 000 people together. (True or False) _____
6. MLK never won the Nobel Peace Prize. (True or False) _____
7. MLK used Gandhi's ideas and approach to help African-Americans gain their just, equal position in American society. (True or false) _____
8. Many people feared and hated MLK. (True or False) _____
9. They have never convicted the person who assassinated MLK. (True or false) _____
10. On April 4, 1968, MLK was shot and killed by an assassin. (True or false) _____





Martin Luther King Jr. Answer Key

Grade 3-4

Read each statement below and decide whether it is 'True' or 'False':

1. Martin Luther King Jr. was born in 1929. (True or False) **True**
2. MLK was born in Spencer, West Virginia. (True or False) **False**
3. It took 15 years to create the federal Martin Luther King, Jr. holiday. (True or False) **True**
4. MLK was never arrested. (True or False) **False**
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8. Many people feared and hated MLK. (True or False) **True**
9. They have never convicted the person who assassinated MLK. (True or false) **False**
10. On April 4, 1968, MLK was shot and killed by an assassin. (True or false) **True**





Presidents' Day - Scrambled Words

Grades 4 - 6

Name: _____

Date: _____

Freedom

Dollar

Slavery

War

Birthday

Washington

Vote

America

History

Equal

Unscramble the letters to correctly spell out a word.

1. iWhonasntg

2. thdryaiB

3. eomFder

4. otVe

5. maercAi

6. vrySeaal

7. aWr

8. aEuql

9. Dallro

10. tryHosi





Presidents' Day - Scrambled Words Answers

Grades 4 - 6

Word List

Freedom	Dollar	Slavery	War
Birthday	Washington	Vote	America
History	Equal		

Unscramble the letters to correctly spell out a word.

- | | |
|---------------|-------------------|
| 1. iWhonasntg | Washington |
| 2. thdryaiB | Birthday |
| 3. eomFder | Freedom |
| 4. otVe | Vote |
| 5. maercAi | America |
| 6. vrySeaal | Slavery |
| 7. aWr | War |
| 8. aEuql | Equal |
| 9. Dallro | Dollar |
| 10. tryHosi | History |





Presidents' Day Activity

Grades 4-6

Name: _____

Date: _____

Indicate whether each sentence is "True" or "False"



1. Abraham Lincoln was born in Kentucky. **True False**
2. Abraham Lincoln was born on February 22, 1809. **True False**
3. Lincoln's family moved to Indiana and then to Illinois. **True False**
4. Lincoln worked in a store, managed a mill, surveyed, and split rails. **True False**
5. Lincoln practiced law in Springfield, Kentucky. **True False**
6. Lincoln was in favor of the Mexican War. **True False**
7. Lincoln joined the new Republican Party in 1856. **True False**
8. In 1860 Lincoln won the Democratic presidential nomination. **True False**
9. Lincoln won the presidential election over three opponents. **True False**
10. Lincoln was re-elected president in 1964. **True False**
11. Lincoln was married to Mary Todd. **True False**
12. Lincoln was shot by the actor John Wilkes Booth. **True False**
13. George Washington was born on February 22, 1732. **True False**
14. Washington fought in the wars against the French and the Indians. **True False**
15. George Washington married Martha Dandridge Custis. **True False**
16. George Washington opposed the Stamp Act of 1765. **True False**
17. George Washington was selected as commander in chief of the Continental Army.
True False
18. George Washington's vice president was John Adams. **True False**
19. George Washington served only one term. **True False**
20. George Washington is known as the "Father of the United States." **True False**



Presidents' Day Activity Answer Sheet

Grades 4-6

Name: _____

Date: _____

Indicate whether each sentence is "True" or "False"



1. Abraham Lincoln was born in Kentucky. **True** False
2. Abraham Lincoln was born on February 22, 1809. **True** **False**
3. Lincoln's family moved to Indiana and then to Illinois. **True** False
4. Lincoln worked in a store, managed a mill, surveyed, and split rails. **True** False
5. Lincoln practiced law in Springfield, Kentucky. **True** **False**
6. Lincoln was in favor of the Mexican War. **True** **False**
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14. Washington fought in the wars against the French and the Indians. **True** False
15. George Washington married Martha Dandridge Custis. **True** False
16. George Washington opposed the Stamp Act of 1765. **True** False
17. George Washington was selected as commander in chief of the Continental Army.
True **False**
18. George Washington's vice president was John Adams. **True** False
19. George Washington served only one term. **True** **False**
20. George Washington is known as the "Father of the United States." **True** False



African-American Heroes

Grades 5-8

Name: _____

Date: _____

Directions: Use black history reference books, encyclopedias and the internet to find answers to the following questions:

1. What is the name of the great civil rights leader who won the Nobel Peace Prize and was assassinated in 1968? _____
2. What is the name of the first African-American who served on the US Supreme Court? _____
3. What is the name of the woman who helped hundreds of other escaped slaves flee to freedom in the North via the Underground Railroad?

4. What is the name of the Haitian-French pioneer and trader who founded the settlement that would later become Chicago? _____
5. What is the name of the scientist who developed hundreds of products from peanuts, sweet potatoes, pecans, and soybeans, revolutionizing agriculture in the South?

6. What is the name of the scientist who developed the idea of the blood bank, saving innumerable human lives? _____
7. What is the name of the explorer and colleague of Robert E. Peary who was in the first group of people to visit the North Pole?

8. What is the name of the ex-slave who founded the Tuskegee Institute in Alabama?

9. What is the name of the first African-American woman to go into space?

10. What is the name of the first African-American to play major league baseball?

11. What is the name of the woman who refused to give up her bus seat, prompting a city-wide bus boycott? This eventually resulted in a Supreme Court ruling that



segregation on city buses is unconstitutional.

12. What is the name of the African-American athlete who won many medals in the 1936 Berlin Olympic Games? _____

13. What is the name of the inventor whose high-quality industrial inventions were the basis for the expression "the real McCoy"? _____

14. What is the name of the first African-American woman to be elected as a U.S. congresswoman from the deep South? _____

15. What is the name of the slave who sued for his freedom and lost, in a major Supreme Court case before the Civil War? _____





African-American Heroes

Answers

Grades 5-8

Directions: Use black history reference books, encyclopedias and the internet to find answers to the following questions.

1. What is the name of the great civil rights leader who won the Nobel Peace Prize and was assassinated in 1968? **Martin Luther King, Jr.**
2. What is the name of the first African-American who served on the US Supreme Court? **Thurgood Marshall**
3. What is the name of the woman who helped hundreds of other escaped slaves flee to freedom in the North via the Underground Railroad? **Harriet Tubman**
4. What is the name of the Haitian-French pioneer and trader who founded the settlement that would later become Chicago? **Jean-Baptist Point Du Sable**
5. What is the name of the scientist who developed hundreds of products from peanuts, sweet potatoes, pecans, and soybeans, revolutionizing agriculture in the South? **George Washington Carver**
6. What is the name of the scientist who developed the idea of the blood bank, saving innumerable human lives? **Dr. Charles Richard Drew**
7. What is the name of the explorer and colleague of Robert E. Peary who was in the first group of people to visit the North Pole? **Matthew Alexander Henson**
8. What is the name of the ex-slave who founded the Tuskegee Institute in Alabama? **Booker T. Washington**
9. What is the name of the first African-American woman to go into space? **Mae C. Jemison**
10. What is the name of the first African-American to play major league baseball? **Jackie Robinson**





11. What is the name of the woman who refused to give up her bus seat, prompting a city-wide bus boycott? This eventually resulted in a Supreme Court ruling that segregation on city buses is unconstitutional. **Rosa Parks**
12. What is the name of the African-American athlete who won many medals in the 1936 Berlin Olympic Games? **Jesse Owens**
13. What is the name of the inventor whose high-quality industrial inventions were the basis for the expression "the real McCoy"? **Elijah McCoy**
14. What is the name of the first African-American woman to be elected as a U.S. congresswoman from the deep South? **Barbara Jordan**
15. What is the name of the slave who sued for his freedom and lost, in a major Supreme Court case before the Civil War? **Dred Scott**





MARCH, APRIL & MAY





Women World Rulers Quiz



Grades: 5 - 9

Name: _____

Date: _____

Instructions: Use reference materials and the internet to answer the questions below. Read the question and circle the correct answer.

1. Which of these English queens ruled during the 19th century and had an era named after her?
 - A. Queen Elizabeth I
 - B. Queen Elizabeth II
 - C. Queen Victoria
2. Golda Meir was prime minister of which country?
 - A. Romania
 - B. Israel
 - C. India
3. Which Egyptian queen was immortalized by a famous statue?
 - A. Hatshepsut
 - B. Nefertiti
 - C. Cleopatra
4. Catherine the Great was the empress of which country?
 - A. Germany
 - B. England
 - C. Russia
5. Who was queen of Spain when Columbus undertook his voyages?
 - A. Juana II
 - B. Dona Blanca
 - C. Isabella I



6. Who was the last queen of the Kingdom of Hawaii, before it became the fiftieth state of the U.S.?
 - A. Kalakaua
 - B. Liliuokalani
 - C. Aloha-Oh

7. Indira Gandhi became prime minister of India after the death of her father, who was India's first prime minister. Who was her father?
 - A. Varahagiri Venkata
 - B. Mohandas Gandhi
 - C. Jawaharlal Nehru

8. Who was the prime minister of Great Britain who earned the nickname "Iron Lady?"
 - A. Margaret Thatcher
 - B. Mary Robinson
 - C. Elizabeth II

9. Which of these women became the first female prime minister of Pakistan?
 - A. Benazir Bhutto
 - B. Pervez Musharraf
 - C. Sheba

10. Which of these countries was the first country in the world to allow women to vote?
 - A. Switzerland
 - B. New Zealand
 - C. Japan





Women World Rulers Quiz - Answer Key

- 1) c. Queen Victoria
- 2) b. Israel
- 3) b. Nefertiti
- 4) c. Russia
- 5) c. Isabella I
- 6) b. Liliuokalani
- 7) c. Jawaharlal Nehru
- 8) a. Margaret Thatcher
- 9) a. Benazir Bhutto
- 10) b. New Zealand





Women in History Quiz



Grades: 5 - 9

Name: _____ Date: _____

Instructions: Use reference materials and the Internet to answer the questions below. Read the question and circle the correct answer.

- 1) Who was the first African-American woman elected to Congress?
 - A. Barbara Jordan
 - B. Shirley Chisholm
 - C. Eleanor Holmes Norton

- 2) In 2007, who became first woman Speaker of the House of Representatives?
 - A. Barbara Boxer
 - B. Olympia Snowe
 - C. Nancy Pelosi

- 3) Which of these feminists helped found the National Organization for Women?
 - A. Bella Abzug
 - B. Kate Millett
 - C. Betty Friedan

- 4) Who was the first American woman to establish a major religion?
 - A. Mary Baker Eddy
 - B. Mother Bernardina Matthews
 - C. Oveta Culp Hobby

- 5) Which of these women aviators disappeared while attempting to fly around the world?
 - A. Amelia Earhart
 - B. Anne Morrow Lindbergh
 - C. Beryl Markham



- 6) Who was the first woman Associate Justice of the U.S. Supreme Court?
- A. Ruth Bader Ginsburg
 - B. Sandra Day O'Connor
 - C. Eleanor Roosevelt
- 7) What prestigious university named its first woman president in 2007?
- A. Harvard University
 - B. Yale University
 - C. Princeton University
- 8) Who was the first American woman in space?
- A. Mae Jemison
 - B. Sally Ride
 - C. Eileen Collins
- 9) Who was the first woman in the United States to receive a medical degree?
- A. Margaret Chase Smith
 - B. Antonia Novello
 - C. Elizabeth Blackwell
- 10) This singer was known as "Empress of the Blues."
- A. Bessie Smith
 - B. Billie Holiday
 - C. Betty Carter





Women in History Quiz - Answer Key

- 1) **b.** Shirley Chisholm
- 2) **c.** Nancy Pelosi
- 3) **c.** Betty Friedan
- 4) **a.** Mary Baker Eddy
- 5) **a.** Amelia Earhart
- 6) **b.** Sandra Day O'Connor
- 7) **a.** Harvard University
- 8) **b.** Sally Ride
- 9) **c.** Elizabeth Blackwell
- 10) **a.** Bessie Smith





Daylight Savings Time

Grades K-12

Objective:

- To inform students about 'Daylight Savings Time' and its origin.

What is Daylight Savings Time?

Daylight Saving Time (abbreviated DST) is a system in which clocks are set forward in order to have more daylight in the evenings (and less in the morning). This system is used to conserve energy since the use of electrical lights is decreased in the evening.

In DST, clocks are set forward one hour in early spring and they are set back one hour in autumn. One easy way to remember which way to set your clocks is, "spring forward, fall back."

An idea similar to Daylight Saving Time was first proposed by Benjamin Franklin in 1784, when he urged residents of Paris, France, to get up earlier in the morning in order to save evening candle use (at the time, Franklin was the USA's first ambassador to France); his proposal did not involve changing the setting of clocks. In 1907, William Willet proposed the ideas of changing clocks for DST to the British, but his idea was rejected.

The first countries to adopt DST were Germany and the UK, who began using it in 1916 (during World War I). In 1918, the USA adopted new time zones (to help synchronize railroad schedules) and began using DST. Today, most of North America and Europe (and parts of Australia and South America) use DST.

In the USA, DST begins on the second Sunday in March at 2AM (2AM suddenly becomes 3AM) -- DST ends on the first Sunday in November at 2AM (2AM suddenly becomes 1AM). Also, in the U.S., DST is NOT observed in Hawaii and Arizona.





Daylight Saving Time Spelling Activity

Grades 1 - 2

Name: _____ Date: _____

Answer each question using one of the spelling words in the box.

daylight
spring

saving
forward

time
fall

change
back

clock
energy

1. Do you know how to tell _____?
2. The sun is up during _____.
3. _____ is the season before winter.
4. _____ is the season after winter.
5. Did she remember to _____ the time on all the clocks for Daylight Saving Time?
6. Clocks are set _____ one hour in the spring at the beginning of Daylight Saving Time.
7. Clocks are set _____ one hour in the fall, at the end of Daylight Saving Time.
8. Turning lights off helps save _____.
9. This word rhymes with paving. _____.
10. This word rhymes with rock. _____.





Daylight Saving Time Spelling Activity

Grades 1 - 2

Name: _____ Date: _____

Answer each question using one of the spelling words in the box.

daylight	saving	time	change	clock
spring	forward	fall	back	energy

1. Do you know how to tell _____ **time** _____?
2. The sun is up during _____ **daylight** _____.
3. _____ **Fall** _____ is the season before winter.
4. _____ **Spring** _____ is the season after winter.
5. Did she remember to _____ **change** _____ the time on all the clocks for Daylight Saving Time?
6. Clocks are set _____ **forward** _____ one hour in the spring at the beginning of Daylight Saving Time.
7. Clocks are set _____ **back** _____ one hour in the fall, at the end of Daylight Saving Time.
8. Turning lights off helps save _____ **energy** _____.
9. This word rhymes with paving. _____ **savings** _____.
10. This word rhymes with rock. _____ **clock** _____.





Daylight Saving Time Alphabet Code

Grades K - 3

Name: _____

Date: _____

Use the alphabet code to solve the secret message about Daylight Saving Time.

A = 1	F = 6	K = 11	P = 16	U = 21
B = 2	G = 7	L = 12	Q = 17	V = 22
C = 3	H = 8	M = 13	R = 18	W = 23
D = 4	I = 9	N = 14	S = 19	X = 24
E = 5	J = 10	O = 15	T = 20	Y = 25
				Z = 26



19 16 18 9 14 7



6 15 18 23 1 18 4 ,



6 1 12 12

2 1 3 11 .



Daylight Saving Time Alphabet Code Answer Key

Use the alphabet code to solve the secret message about Daylight Saving Time.

A = 1	F = 6	K = 11	P = 16	U = 21
B = 2	G = 7	L = 12	Q = 17	V = 22
C = 3	H = 8	M = 13	R = 18	W = 23
D = 4	I = 9	N = 14	S = 19	X = 24
E = 5	J = 10	O = 15	T = 20	Y = 25
				Z = 26



S P R I N G



F O R W A R D,

F A L L



B A C K



Easter Acrostic Poem

Grades K - 4

Name: _____

Date: _____

Create your own Easter acrostic poem.

E _____

A _____

S _____

T _____

E _____

R _____





Grades K - 12

Activity: This poem can be used for chapel or an Easter program



For Me

Under an Eastern sky,
Amid a rabble cry,
A man went forth to die,
For me!

Thorn-crowned his blessed head,
Blood-stained his every tread,
Cross-laden, on He sped,
For me!

Pierced glow his hands and feet,
Three hours o'er him did beat
Fierce rays of noon-tide heat,
For me!

Thus wert thou made all mine.
Lord, make me wholly thine.
Give grace and strength divine,
For me!

In thought and word and deed,
Thy will to do; Oh! lead my feet,
E 'en though they bleed,
To thee!

Author Unknown

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



Celebrate Mother's Day



Mother O' Mine

If I were hanged on the highest hill,

Mother o' mine O mother o' mine!

I know whose love would follow me still,

Mother o' mine, O mother o' mine!

If I were drowned in the deepest sea,

Mother o' mine, O mother o' mine!

I know whose tears would come down to me,

Mother o' mine, O mother O' mine!

If I were damned in body and soul,

I know whose prayers would make me whole,

Mother o' mine, O mother o' mine!

-Rudyard Kipling

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





The Mother of the House

*Strength and dignity are her clothing;
And she laugheth at the time to come.
She openeth her mouth in wisdom;
And the law of kindness is in her tongue.
She looketh well to the ways of her household,
And eateth not the bread of idleness;
Her children rise up and call her blessed,
Her husband, also, and he praiseth her, saying:
“Many daughters have done virtuously,
But thou excellest them all.”*

Proverbs 31: 25 - 29



Annotated Internet Links

<http://www.infoplease.com>

An online encyclopedia that covers all the information you need.

www.teachervision.com

This site provides lesson plans, worksheets, reference materials, and more.

www.eduplace.com

Pre K - grade 8 resources for teachers, parents and students.

www.tlsbooks.com

Tlsbooks offers numerous worksheets to supplement early childhood education program, home day care, elementary school classroom or home-school. Parents love using these free worksheets to help their children gain valuable readiness skills or to reinforce material they may already be learning in school.

<http://www.dltk-kids.com/>

DLTK's Crafts for Kids features a variety of fun, printable children's crafts, coloring pages and more, including projects for holidays, educational themes and some of our children's favorite cartoon characters.

www.Algebrahelp.com

Algebrahelp.com is a collection of lessons, calculators, and worksheets created to assist students and teachers of algebra.

www.readingA-Z.com

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

<http://www.rhlschool.com/reading.htm>

Free comprehension worksheets that include original stories, poems, essays and articles.





Resources

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<http://www.dltk-holidays.com>

