

STUDY PACK 8

HELPING STUDENTS ACHIEVE USING STUDY GUIDES

Step 1: These are guides that you have prepared to help your students complete the given assignment. Tell your students you want to be a guide and help them in their discoveries.

Step 2: A good example of a guideline is a map. Explain to the students that just as a map is used to guide you in travel, a guideline is a guide to assist you in your study of the unit.

Step 3: Tell the students that the best way to use the study guideline is to place them next to whatever they are studying, such as their textbook or worksheet. They are to use the study guide just as their parents might lay a map on the car seat next to them.

Step 4: Explain to the students that the main or central concept for the lesson is located at the top of the study guide. An example could be:

The digestive system breaks down food into usable forms for the cells.

The students should focus on this as the key idea for the assignment.

Step 5: Point out the information given on the study guide. These sentences contain the information they are responsible for. They must master this information to understand the key ideas.

Step 6: Tell the students that each sentence will be the subject of a question/questions on the exam. The students will be tested for their comprehension and mastery of each sentence or objective.

EXAMPLE GUIDELINE

The Digestive System

The digestive system breaks down food into usable forms for the cells.

1. Define all vocabulary words.
2. State the function of the digestive system.
3. Give examples of the different types of nutrients.
4. Differentiate and give five examples of nutritious and non-nutritious foods.
5. Compare mechanical and chemical digestion.
6. Draw the digestive system and state the function of each part.
7. Explain how nutrients get into the blood.
8. Devise a healthy diet for a weekend trip into the mountains.

UNITED STATES HISTORY LESSON PLAN

Sixth Grade

SEPTEMBER 15-16, 2003

MONDAY	<p style="text-align: center;">KNOWLEDGE</p> <ul style="list-style-type: none"> ◆ Introduce the lesson on the presidents and work on memorizing the first 20 ◆ <i>Pass out the worksheet</i> 	<p style="text-align: center;">APPLICATION</p> <ul style="list-style-type: none"> ◆ <i>Quiz-Essay question and putting the presidents in order</i> ◆ Discuss the out of class assignment
TUESDAY	<p style="text-align: center;">KNOWLEDGE</p> <ul style="list-style-type: none"> ◆ Review the first 20 presidents and begin memorizing the next 22 ◆ <i>Pass out the worksheet</i> 	<p style="text-align: center;">ANALYSIS</p> <ul style="list-style-type: none"> ◆ Compare two of the presidents characteristics and contrast two others ◆ In class assignment
WEDNESDAY	<p style="text-align: center;">KNOWLEDGE</p> <ul style="list-style-type: none"> ◆ Review the presidents list and begin learning one characteristic about each president ◆ NO HOMEWORK 	<p style="text-align: center;">SYSTHESIS</p> <ul style="list-style-type: none"> ◆ Discuss as a class the importance of certain characteristics in a president ◆ Begin in class assignment ◆ NO HOMEWORK
THURSDAY	<p style="text-align: center;">COMPREHENSION</p> <ul style="list-style-type: none"> ◆ Quiz-fill in the blank president list ◆ Work putting the presidents in order ◆ <i>Pass out the worksheet</i> 	<p style="text-align: center;">SYNTHESIS</p> <ul style="list-style-type: none"> ◆ Review for test ◆ Continue working on class assignment ◆ NO HOMEWORK- if assignment is complete
FRIDAY	<p style="text-align: center;">APPLICATION</p> <ul style="list-style-type: none"> ◆ Discuss how the characteristics of the president can be applied and used in our lives ◆ Out of class assignment 	<p style="text-align: center;">EVALUATION</p> <p>TEST- List the presidents in order. Choose 15 of the presidents and write one key characteristic. List how to apply them to your life.</p>

KNOWLEDGE LESSON PLAN
U. S. HISTORY – UNITED STATES PRESIDENTS
Sixth Grade

OBJECTIVES:

For each student to have a knowledge of the presidents and to know three facts about each one.

- I. Review and Introduction.
 - A. Sing the Song of Presidents.
 - B. Introduce new lesson.
 - 1. Need their list of presidents.
 - 2. Write three characteristics of each.

- II. New Material.

Characteristics on the presidents page.

- III. Conclusion.
 - A. Recite the list once.
 - B. Take questions.
 - C. Remind quiz tomorrow.

STUDY GUIDELINES

The president and his character have had an important part in our nations history.

Information for the test

1. List the 42 presidents in order.
2. Identify a characteristic of each president.
3. Give an example of how you can use 15 of the characteristics in your life.
4. Compare 2 sets of the characteristics.
5. Discuss how the absence of these characteristics would have altered our Nation's history.
6. Explain what characteristics you have that would make you a good president.

Not all of these items will be on your test, but if you know these things you will be assured of an A on your test.

This study guideline is created for a sixth grade level.

COMPREHENSION PLAN
U. S. HISTORY – UNITED STATES PRESIDENTS
Sixth Grade

Objectives:

To know the list of presidents, and that they are known in order.

I. Review and Introduce New Material.

A. Review quiz.

B. Begin new material.

II. New Material.

A. Activity: Have students come to board and place president flashcards in order.

B. Give each row 30 seconds to place their part of flashcards in order.

III.

A. Give and explain homework.

B. Remind that on test presidents must be in order.

APPLICATION LESSON PLAN
U. S. HISTORY – UNITED STATES PRESIDENTS
Sixth Grade

Objective:

Apply the characteristics of the presents to the lives of the students.

I. Review and Introduction.

- A. Sing the presidents without help of the list.
- B. Have students place list on desk.
- C. Intro discussion – how we can have these qualities in our own lives?

II. New Material.

- A. Choose a characteristic – discuss how to apply it.

Example: Honest Abe

- 1. Telling truth to parent when having done something wrong.
- 2. Telling the truth when haven't done homework.

- B. Have the Students give examples.

III. Homework.

- A. Every student is to use one of these characteristics and apply it to their life.
- B. Write an essay on how they use it and how they felt when using it – minimum of 50 words.
- C. Study for a quiz on Monday listing the presidents in order and an essay question about one characteristic of a president.

ANALYSIS LESSON PLAN
U. S. HISTORY – UNITED STATES PRESIDENTS
Sixth Grade

Objectives:

Compare why one characteristic is or is not more important than another.

I. Review.

- A. Collect essay assignment.
- B. Recite presidents without list.
- C. Review some characteristics and why they are known for them.

II. Material.

- A. Explain new assignment.
 - 1. Choose four characteristics.
 - 2. Compare the importance of each.
 - 3. Explain why/why not one is more important than another.

Example:

Determined Abe vs. Humble Washington

Determination can be just as important as humility, but determination is not always right without humility.

- B. Assignment can be worked on in class and completed at home.

SYNTHESIS LESSON PLAN
U. S. HISTORY – UNITED STATES PRESIDENTS
Sixth Grade

Objectives:

Develop what would be considered the ‘perfect president’. See what truly makes a great man.

- I. Review and Introduction.
 - A. Sing presidents song – no list.
 - B. Remind president test on Friday.
 - C. Pass out handouts – take out colored pencils.

- II. Class Activity.
 - A. Divide class into groups.
 - B. Give each person in group a job.
 - C. Read and explain handouts.
 - D. Begin working on task.

- III. Dismiss the class.
 - A. Assure that time will be given tomorrow to complete the project.
 - B. No homework.

EFFECTIVE TEACHERS ARE PROACTIVE

There are two types of teachers – proactive and reactive. Proactive teachers have a classroom management plan that prevents problems from occurring. If a problem does occur everyone knows what to do. This type of classroom has students that are happy, respectful and on task. The students know what to do in the event that the teachers must step out of the classroom.

Teachers that are effective classroom managers:

1. Have planned procedures/organized.
2. Have instructional procedures to maximize student engagement.
3. Systemically teach these procedures.

Effective teachers do not let the situation dictate their professionalism. They are ready for the challenge of teaching in any school, in any neighborhood knowing that they have a plan in place that works.

Ineffective teachers are reactive. They spend a lot of teaching time putting out fires and doing damage control. Reactive teachers do not have an organized plan so they must react to every problem threatening the class or yelling at the class, or often bribing the class into coercing the class. They leave their school day feeling stressed out and defeated. The students have no idea what the teachers want or expect and just try to get through another day.

Ineffective teachers are always asking these kinds of questions:

Why won't my students follow directions?

Why do they not participate in class?

Why do they talk all day?

Why aren't my students on task?

Why won't my students respect me?

Why do they belittle one another?

Why won't they bring their books to class?

What must I do to get their full attention?

Why do they leave the room a mess?

Why does no one want to sub for me?

DAILY PROCEDURES FOR SUBSTITUTE TEACHERS

1. Wait at the door for each class of students to arrive.
2. Remind the students to quickly and quietly begin their morning work.
3. Explain each lesson for the day at the appropriate time.
4. Call out the list of needed supplies for the task.
5. Choose a quiet student from each table/row to pass out papers, prepare supplies and put in appropriate place at end of the activity.
6. If the class has already started a project indicate where the papers can be found.
7. Quieting the class only required the words, “Give me five please”.
8. Remind the class the proper way to care for their supplies.
9. Clean-up – allow five to ten minutes depending on the activity. Table/row leaders should lead in this task.
10. Look for tables/rows with students desks tidied and students sitting quietly waiting the next instruction.

It is always helpful to have a class schedule on the desk as well.

SUBSTITUTE TEACHER HANDBOOK

A substitute teacher handbook/notebook equips the substitute teacher with all necessary information to be successful. The day will be successful and student learning will be uninterrupted during the teacher's absence.

1. Write a welcome letter thanking the sub for covering the class in your absence. Stress that all daily procedures must be followed. Students already know the routines and rules and should follow them automatically.
2. Student roster and seating chart – if you use an electronic record book print out the roster. If not, include a hand copy of this information in the binder. Seating charts show where students sit in each period. This is helpful for taking attendance and class-management purposes.
3. List student information regarding the following:
Students get picked up by what specific person.
Students that have attention deficit/hyperactive disorder (ADHA) or attention deficit disorder (ADD).
Students with behavioral issues.
Students with learning disabilities.
Students who need to be monitored a little closer than others for any other reason (hard of hearing, poor eyesight, etc.).
4. Daily Schedule
Briefly list what the daily schedule is for each day. Be sure to include information on special classes such as P.E., music, computer or art.
5. Lesson plans
Leave a copy of your weekly lesson plans in the binder. If any lessons involve handouts be sure to make note as to where they can be found. If work is to be collected be sure to

mention where the collected papers are kept. Include a reading assignment or handouts in the event there is spare time during the day. Tell the substitute teacher where all teaching aids, materials are located in the room. **DO NOT LEAVE THEM GUESSING!**

6. Classroom procedures

Use a copy of the same handout you give your class at the beginning of the year regarding classroom procedures. Keep this in the binder. The substitute teacher can refer to this throughout the day. In this way she will understand how the class is normally run. Include all emergency procedures for fire drills, and the meaning of all codes regarding events that are deemed an emergency. Also be sure to include all meeting points for the students in these events.

7. Classroom rules

Encourage the substitute teacher to enforce the regular class rules. This includes the rewards and penalties for all rules.

8. Referral slips

Most schools have a pre-printed form to be used when a student needs to visit the office. Let the substitute teacher know what to do in the event a student becomes defiant. Demerit slips if used by your school should also be included in the binder. All forms should be at the teacher's fingertips. Also list where to find tardy and lunch slips.

9. Contact information

Leave a copy of all the parent contact information. Typically, the front office would contact parents in the event of an accident or illness, but it is good to always have these numbers on hand. Also, leave information as to how to contact the office without leaving the classroom. It is also advisable to leave a nearby teacher's number in the event of an emergency.

Include in your binder some blank sheets of paper for the substitute to include notes to you regarding her day. No one can replace YOU, however providing your substitute with the

proper information will make your class's day be successful and productive even with you not there. Your substitute will be grateful and more than willing to sub your class the next time!

PROCEDURES REGARDING STUDENT TEACHERS

Your student teacher is not there to do your work for you! You have been given an honorable opportunity to mentor and each a younger teacher to be the best that they can be. You should make the time and take the effort to make him/her the best teacher that they can be. This is a great honor treat it as such!

Before the student teacher arrives:

1. Prepare a desk or table for him/her.
Provide copies of textbooks, workbooks, manuals, procedures, rules and class roster.
Include any students with allergies or medication.
2. Explain to your students the role of the student teacher.
Point out this is another teacher who should be shown respect and obeyed.
4. Ask the students to write letters introducing themselves.
Address these to the student teacher. Have students include hobbies and interests. This will help the student teacher to become familiar with students.

Right from the begging:

1. Keep the lines of communication open.
Don't let things go that are not right. Keep accounts short and make corrections right away.
2. Do not correct the student teacher in front of the class.
Take notes – plan discussions when students are not present.
3. Stay in touch with the student teacher's supervisor on a weekly basis.
Conferences should be held on a regular basis. Notes should be shared and discussed.

4. Plan to go over all written reports on the student teacher with the student teacher.
Before shared with the supervisor – No Surprises!

The first day:

1. Make introductions
Introduce student teacher to all staff, administration and your class. Help him to feel comfortable.
2. Give the student teacher a tour of the building.
Point out emergency plan routes. Show where all materials and resources are kept.
3. Present a notebook for the two of you to write in.
Explain you will update the notebook daily, commenting on performance and making suggestions. The student teacher should also make comments and ask questions.

As the weeks progress:

1. On the elementary level let him begin to take over some routines.
Lunch count, spelling words, reading stories, checking homework, monitoring bathroom breaks, recess. After three weeks he may begin teaching one subject. (Bible is usually first.)
2. After he has begun to teach lessons have him journal his thoughts on how he did.
He should include what he would change if he were to teach that lesson again. It is important the he have a self-evaluation if his performance.
3. Include in this journal pictures of different lessons.
Bulletin boards, visuals, games, field trips, any special occasions should be kept in file folders. (Computer)
4. Open your files to the student teacher.
Open all files you have collected through the years.

5. Eventually include him in all daily duties a teacher performs.
Attend all faculty meetings, parent-teacher conferences, lunch duty, field trips, etc.

6. Let your student teacher handle all discipline problems that arise.
When he is teaching the class, following the guidelines you have set down.

Above all enjoy the time you spend with your student teacher! Help him, challenge him, and you will find you may even learn from him! Never forget, he is a student in your keeping too!

STUDY PACK 9

DEATH OF A STUDENT

Dealing with a death of a classmate can be traumatic for the entire class. Students can react in unexpected ways. Being flexible and understanding will create a caring atmosphere in the classroom.

When a tragedy occurs you must give the students and yourself time to grieve. Adjust your lesson plans; give your students time to mourn. It is important to remember your manner will comfort and support students while they deal with the grief process. This procedure will help:

1. In dealing with the loss.
2. Returning to the regular classroom routine.

Be aware that some of the students will learn of this death outside of school. However, some may hear it the first time when arriving at school. Therefore the routines expected at school will be interrupted. Your actions are so important as they will help the students to comprehend the loss and eventually come to terms with it.

Procedure:

1. Be flexible.
Postpone any tests.
Allow students to read quietly.
Lead a class discussion so students may express feelings.
Allow students to be counseled as needed.
2. Let students talk.
Allow students to share and reflect on past events connected to the deceased student.
3. Give students time to grieve.

The grieving time should not be indefinite. Don't pretend the student was never in the class. Leave the desk in the room until after the funeral. Encourage students to write a note to the family.

4. Be observant.

As time passes be aware of any student whose grades suddenly drop, or becomes withdrawn.

5. Be sensitive.

Be aware of students and the way they grieve some very quietly, others with open distress.

6. Take care of yourself.

Allow yourself to display emotion. Give time to heal.

7. Achieve closure and resume normal activity.

When normalcy returns to the class, prepare the deceased student's file. Give any possessions to the family. Attending the funeral is more than a gesture; it is an act of caring the family will never forget. The respect shown by the teacher will bring the class closer.

Crisis Signs

These symptoms anyone could display when going through a crisis.

Be aware, so you can respond accordingly.

Prolonged sadness

Panic

Sudden behavior problems

Withdrawal

Eating problems

Clinging behavior

Sleeping problems

Stomach aches, headaches

Scared reaction to alarms

Sullen

Disconnected from other students or school

Frightened response to loud noise