

PART 1: MAKE LEARNING CLEAR AND POSITIVE

Proverbs and sayings can inspire progress.

SHARE AN INSPIRING QUOTE OR POEM EACH WEEK.

“The future depends on what we do in the present.”

Mahatma Gandhi

This list is a resource you can use to start or expand your collection of inspiring sayings. Students can learn about shared wisdom across cultures as well as how to interpret images when they interpret these and other sayings.

- If you wish to learn the highest truths, begin with the alphabet. (Japan)
- Never be afraid to sit awhile and think. (Lorraine Hansberry, US)
- A book is a garden carried in the pocket. (Saudi Arabia)
- He who does not know one thing knows another. (Kenya)
- By learning you will teach, by teaching you will learn. (Latino)
- All things at first appear difficult. (China)
- To teach is also to learn. (Japan)
- The habit of thinking is the habit of gaining strength. (Nigeria)
- A gentle hand may lead even an elephant by a single hair. (Iran)
- Do good, and don't worry to whom. (Mexico)
- A clever person turns big troubles into little ones and little ones into none at all. (China)
- Everyone is the age of her heart. (Guatemala)
- You must be the change you wish to see in the world. (Mahatma Gandhi)
- Beginning is easy; continuing is hard. (Japan)
- When eating a fruit, think about who planted the tree. (Vietnam)
- Life is a promise; fulfill it. (Mother Teresa)
- It's not shameful not to know, but it's shameful not to ask. (Azerbaijan)
- Learn about the future by looking at the past. (Tamil)
- Do not look where you fell, but where you slipped. (Tanzania)
- Fall seven times, stand up eight. (Japan)
- There are no secrets to success. It is the result of preparation, hard work, and learning from failure. (Colin Powell)
- Don't let yesterday use up too much of today. (Cherokee)
- One of these days is none of these days. (Traditional)
- A clever person turns big troubles into little ones and little ones into none at all. (China)
- A little axe can cut down a big tree. (Jamaica)
- One minute of patience can mean ten years of peace. (Greece)
- It takes two to make the quarrel, but only one to end it. (Nicaragua)
- The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy. (Dr. Martin Luther King, Jr.)

Check this list to decide what is essential to make your classroom a clear learning place.

Elements of Effective Instruction	Demonstrations
Teacher Makes Learning Clear	<ul style="list-style-type: none"> __ teacher posts goals/objectives __ teacher previews lesson __ teacher “thinks out loud” about how to—read a story, solve a problem, read content __ teacher asks students to clarify instructions __ teacher posts directions and gives them orally __ teacher models/demonstrates
Teacher Guides Actively	<ul style="list-style-type: none"> __ teacher maintains eye contact __ teacher organizes activities so students work in pairs/groups as well as individually __ teacher circulates to guide/coach/assess
Students Think Thoroughly	<ul style="list-style-type: none"> __ teacher uses a variety of questions __ students ask questions __ students paraphrase and illustrate learning __ students make/complete graphic organizers to analyze and synthesize __ students use skills/knowledge independently __ students note what they learn—learning log or think-pair-share __ at end of lesson teacher asks students to explain what they learned __ Students model/demonstrate
Vocabulary Is Connected	<ul style="list-style-type: none"> __ word wall posted (and illustrated) __ word wall vocabulary used in activities __ phrases/sentences posted __ students write explanations __ students illustrate vocabulary __ students use current vocabulary in writing
Writing Makes Sense	<ul style="list-style-type: none"> __ teacher explains writing by “thinking out loud” and posting steps to write effectively writing with students __ Students write what they learn across the curriculum __ students write in a variety of formats __ students improve one element at a time: focus, support, organization, conventions, integration—one aspect at a time

LRE Makes Sense

The Least Restrictive Environment = the Most Inclusive Classroom

Make Special Education and Regular Education Instructional Connections

The following modifications are listed on the IEP for use by teachers in adjusting instruction to respond to the needs of special education students.

These are useful in teaching **all students all subjects**.

1. Explain directions and give concrete examples
2. Maintain frequent eye contact
3. Give verbal directions in clearly stated steps
4. Test one concept at a time
5. Walk by student's desk to check for accuracy and on task behaviors every 15 minutes
6. Write assignments and give verbal instructions
7. Provide visual aids
8. Give simple directions with written examples
9. Ask student to explain what you said in his/her own words
10. Reinforce previously mastered skills
11. Provide motivation and verbal rewards on a daily basis
12. Enlist parental cooperation

Differentiate Instruction AND Assessment

Diversify instruction and assessment to respond to individual learning needs and styles.

<i>Teach Explicitly</i>	<i>Teach and Assess Diversely Assessment if done independently</i>
<p>Word Knowledge T: Display words and pictures by patterns and topic</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw pictures to show what words mean. <input type="checkbox"/> Match words/pictures pictures/words. <input type="checkbox"/> Chart word patterns. <input type="checkbox"/> Make alphabet chart or book. <input type="checkbox"/> Write sentence with word. <input type="checkbox"/> Choose word to complete sentence. <input type="checkbox"/> Make/complete grammar chart rule and example.
<p>Comprehension and Fluency <i>DRTA:</i> T: Preview S: Predict; read; check prediction <i>PQRST:</i> T: Preview; ask BIG question S: Read, organize, show, tell <i>Reading Transfer:</i> T: Read to, read with students S: Re-read to find out more.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw pictures of: characters, setting, event. <input type="checkbox"/> Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web. <input type="checkbox"/> Answer multiple choice question; explain your choice. <input type="checkbox"/> Write or match sentences that describe or explain _____. <input type="checkbox"/> Infer characteristics, motives, prior actions, next action. <input type="checkbox"/> Summarize. <input type="checkbox"/> Identify the main idea, give examples. <input type="checkbox"/> Dramatize the story or history <input type="checkbox"/> Write the next part. <input type="checkbox"/> Write note to or from someone who “was there”.
<p>Strategic Reading T: Think out loud—explain the strategies you use as you read</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Think out loud. <input type="checkbox"/> List what’s important <input type="checkbox"/> Ask yourself questions as you read <input type="checkbox"/> Apply the same strategy to different sections or texts. <input type="checkbox"/> Draw what you read
<p>Math T: Demonstrate math T: Post vocabulary and example/picture</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw the problem and solution <input type="checkbox"/> Act out the problem and solution <input type="checkbox"/> Write math—examples, explanations, “Math Path”. <input type="checkbox"/> Make up math problems. <input type="checkbox"/> Make math glossary. <input type="checkbox"/> Write a math guide
<p>Content Knowledge T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</p>	<ul style="list-style-type: none"> <input type="checkbox"/> List important words, add pictures. <input type="checkbox"/> List information about one category. <input type="checkbox"/> Draw pictures that show facts about this topic. <input type="checkbox"/> Complete graphic organizers. <input type="checkbox"/> Give facts that support an idea. <input type="checkbox"/> Identify or choose an idea that facts support. <input type="checkbox"/> Write and/or draw about a topic.
<p>Writing T: Do a “write aloud” ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work on one kind of writing at a time. <input type="checkbox"/> Focus on one criterion for good writing at a time. <input type="checkbox"/> Edit writing for that one focus. <input type="checkbox"/> Illustrate your own writing. <input type="checkbox"/> Make punctuation posters

BUILD SOCIAL EMOTIONAL DEVELOPMENT INTO YOUR CURRICULUM

An Example of how to integrate each quarter

<i>1st quarter</i>	<i>2nd quarter</i>	<i>3rd quarter</i>	<i>4th quarter</i>
Interest Inventory			
<u>Poems and Songs:</u> Read and write positive poems and songs	<u>Poems and Songs:</u> Read and write positive poems and songs	<u>Poems and Songs:</u> Read and write positive poems and songs	<u>Poems and Songs:</u> Read and write positive poems and songs
<u>Learning Partners</u>	<u>Learning Groups</u>	<u>Learning Teams</u>	<u>Learning Leaders</u>

How and Why Take an Interest Inventory

Originally designed for reading, this is a survey that asks students what kinds of things they like to read. That information will help you select materials for independent reading and for special lessons. You can expand it to ask students what they like to learn about—and how—in science, social studies, and math.

Poetry and Music: Why, How, What

Why: *Poetry and music express ideas and feelings and can help students understand and communicate their own and others' emotions.*

How: *Students read/listen to inspiring poems and songs.*

Students write their own poems and songs.

See the Teacher Toolkit for guides to interpreting and writing poems and songs.

What: *The website teacher.depaul.edu will post spirituals and poems that you can use in addition to poems available in your school and on the Internet.*

Learning Partners, Groups, Teams, Leaders

These are recommended ways to build collaboration and increase learning.

The sequence starts with pairs, then expands to groups.

The Teams in third quarter can be organized to support projects and ISAT preparation.

The 4th quarter emphasis on leaders is to support greater independence as students move to the next grade.

Expand Parent Involvement

Parents can help make great use of out-of-school time to reinforce learning.

This list includes some effective parent involvement plans.

- ✓ *Have once-a-month parent “open house” at your classroom.*
- ✓ *Send home a list of words of the month for parents to reinforce.*
- ✓ *Use “Family Math” or another resource and send one activity home each week.*
- ✓ *Make a parent preview, listing topics, skills, and activities children will work on.*
- ✓ *Call one parent each day to discuss one student’s progress.*
- ✓ *Have children write to their parents each week, telling them what they are learning.*
- ✓ *Make a schedule for home activities that can be done regularly based on what your class is studying, such as:*
 - Monday: Draw pictures to show what you read today.
 - Tuesday: Use this week’s math skill to solve problems you make up.
 - Wednesday: Make up questions about this week’s content.
 - Thursday: Write about this week’s content topic.
 - Friday: Make a quiz about what you learned this week.
- ✓ *Send home outlines for parents to use to write books with their children. See “My Family History Book” for an example. (<http://teacher.depaul.edu>)*

Note your own parent involvement plans here:

OUR GRADE'S PLAN TO EXPAND SCHOOL-HOME CONNECTIONS

Teachers can collaborate by grade level to organize a "bank" of resources.

Examples	What We'll Organize for Home Learning Connections
<p><i>Expand Vocabulary</i></p> <ul style="list-style-type: none"> • Make vocabulary "flashcards". • Make your own pictictionary. • Play word games. 	<p><i>Example: word lists</i></p>
<p><i>Read and Discuss Stories</i></p> <ol style="list-style-type: none"> 1. Talk about what happens and why in a story you read—or watch on TV. 2. Predict what could happen next. 	<p><i>Example: Questions to ask about any story</i></p>
<p><i>Learn More Social Studies and Science</i></p> <ul style="list-style-type: none"> • Watch TV programs about science or history. • Talk about what you child is learning. • Go to a museum to learn more. • Use the library or Internet to learn even more. 	<p><i>Example: List of TV shows to watch this month.</i></p>
<p><i>Make More Math Progress</i></p> <ul style="list-style-type: none"> • Practice math with your child. For example, use flashcards you make to review math facts. • Play math fact matching games. • Solve real-life math problems with your child. For example, make a shopping list and estimate what the cost will be. 	<p><i>Example: List of math skills to practice.</i></p>