



Gobierno de  
**Coahuila**

Una nueva forma  
de gobernar



# On the Road to **EXCELLENCE**

An EFL-Teacher's Handbook

A Handbook of  
Great Teaching



**Editorial Director:** Elsa Patricia Jiménez Flores

**Compiled by:** Dr. Elaine Gallagher

**Consulting Reviewer:** Graciela Valdez González

**Graphic Design  
and Illustrations:** Carlos Mendoza Alemán

Your comments and suggestions are very important in providing all teachers with the best quality in educational guidance. Please send all comments and suggestions to:

Secretaría de Educación  
Dirección Estatal de Inglés de Educación Básica  
Blvd. Francisco Coss y Av. Magisterio s/n  
C.P. 25000 Saltillo, Coah. México

© SEDU  
Copyright  
First Edition 2014  
Saltillo, Coahuila, México.

## **Dear Teachers,**

Our newest title of the On the Road to Excellence series, “A Handbook of Great Teaching” is a Manual designed exclusively for teachers. This Manual will help you become an even better teacher, in the day to day task inside the classroom.

This Manual, in the first section, presents teachers with topics such as: First things a teacher should focus on when beginning a new school year; Recognizing students’ needs; Planning; Management; How to reach your goals; Ideas into actions; Teacher will as well as the Students will; Academic emphasis, and last but not least, Challenges to stimulate critical thinking.

Throughout the Manual, different theorists, behaviorists, authors, etc. will be quoted and mentioned in order to support the information presented. Furthermore, teachers have the option of researching more profoundly on these topics of interest to them.

Some of the names you will find mentioned in this Manual are: Stephen Covey, Abraham Maslow, Benjamin Bloom, Howard Gardner, among others.

Another important section of the Manual is the Annex. In this section, teachers can find interesting support information and readings. This information corresponds to: People, theories, and names that a professional educator should know, Being a Great Teacher, A collection of Trivia Facts, as well as a Selected Bibliography on Educational Topics.

As always, we wish and hope that this Manual reaches your expectations and that your results in the classroom (as well as with your students) are even more successful than you expected.

*State English Direction*



## INTRODUCTION

With so many good books available on the market pertaining to education, how is this book any different? What I've done is to look at the things that made a major difference in my teaching techniques during 40 years in the classroom (1964 -2004), teaching primary grades, middle school and high school, and university classes.

What worked? What got me the results I wanted? What results did I really want?

(ANSWER: I wanted students who actively participated in the learning process....actively asking and answering, thinking and sharing ideas, who were fluent, both orally and in writing.)

Did my expectations change over the years? (ANSWER: NO)

Have students really changed over the years?

Contrary to what many people think, I don't see huge changes in students in the classroom. Yes, they are more technologically knowledgeable. Yes, they are more willing to be critical of authority figures (often, rightly so). Yes, they are more physically developed than children of 40 years ago, probably due to hormones in the foods we eat, and from too much processed food, and too much fast-food, on the go. But, basically, the same kinds of things that promoted interested students 40 years ago, interest them today in 2014.

Students respect a teacher who is punctual, with well-planned, interesting lessons, who has a sense of humor, and who is fair to all students. They want teachers who include pertinent examples of subject-matter, things that are not "in the book". They thrive on teachers who are "different", "unusual", and even a bit "weird", teachers who stimulate thinking, who rearrange desks or tables into team set-ups, who test in a variety of ways (not married to easy-to-correct, but mentally low-level multiple-choice exams). They admire teachers with enough spunk and individualism who ask, "Why give homework? It has no academic benefit. " or "Why must I use this plan book? It's outmoded and inflexible. I have my own way to plan that is more effective and efficient."

So, teachers, as you read this book, see which things you can adapt to your own style of teaching. Try out new ideas. Think "outside the box". Be brave!

Sadly, many people attracted to the teaching career often are conservative, obedient, inflexible, insecure, and methodical. Change scares them. Confrontation scares them. So they remain obediently quiet, never questioning the status quo. They tend to teach the way their (boring) teachers had taught them. They follow rules and rituals without questioning the validity, the importance, or the necessity of such traditions.

Everything I've ever learned about teaching (the good, the bad, and the ugly), I learned from observing others, working with others, from mentors, reading clearly-written material from others, participating in interactive courses with exceptionally-gifted educators, and from personal teaching experiences.

Sadly, the only thing I learned well from most of my "education" courses at the master's level, was how NOT to teach. Tedious lectures, boring readings, 100-question-multiple-choice exams, and writing "research papers", regurgitating someone else's ideas, was the usual pattern, one I learned to avoid once I was teaching.

This book will present ideas and actions that work. I learned them from others. They worked for me. Some may work for you. Adapt them to your personality, to your teaching style. The main idea is this: "If it works, use it!"

## TABLE OF CONTENTS

### **INTRODUCTION**

1. First Things First (a la Covey): Students' Calling Cards
2. Recognizing Students' Needs (Maslow Really Knew!)
3. Planning: Three Essential Components (The ONLY Three You'll Ever Need)
4. Management: Establishing Routines
5. How to Reach Your Goals: Back-mapping/Backward by Design
6. Ideas into Action: Use of Verbs in Your Activities (Bloom is gone, but not forgotten!)
7. TW = Teacher Will..... (Do what?)
8. SWBAT = Student Will Be Able To.....(To Do What?)
9. Academic Emphasis: = The Big "R" = Results (CLIL, MI, EQ, PISA)
10. Challenges to Stimulate Critical Thinking (Sugata Mitra, SOLEs, Steve Jobs, Bill Gates, et al)

### **CONCLUSION**

### **ANNEX**

1. People, theories, and names that a professional educator should know
2. Being a Great Teacher
3. A collection of trivia facts
4. Selected bibliography

## 1. FIRST THINGS FIRST (A LA COVEY) : Students' Calling Cards

Stephen Covey, author of *Seven Habits of Highly Effective People*, was well-known for saying, "First things first.", meaning that we need to get to the important things at the beginning. Students' calling cards are simple, 3"x5" cards, with each student's name on a card. (35 students=35 cards). You shuffle them once a week, or so, to change the order, after each student has been called on at least once.

### They are important to use for four reasons:

1. You can be flexible about whom you call on to answer questions or to participate in classroom conversations.
2. All students need to be alert to answer when their name is called, so you obtain positive, active participation by your students.
3. You save time, so the class can move more smoothly.
4. You, the teacher, are in charge, not students, who may wildly wave their hands, saying, "Me! Me!" to get attention.



The first day of class, pass out a 3"5" card to each student. Direct them to print their name clearly on the card; then collect them, placing a rubber band around them, with an identifying card on top, listing the class or group included. If you have four classes, you'll have four separate piles of cards. Obviously, for younger students, not yet able to write legibly, you'll have to make a calling card for each student.

As you are teaching, or walking around the classroom, have the cards available, so you can quickly use the top one, calling on that student, after you've asked a question. To maintain active participation by all students, always ask the question first, (so students have to think); then call on the student whose name is on the top card. Place that card on the bottom of the pile once a student has answered.

If a student doesn't respond to a question, or if the given answer is wrong, relax, and call on the next student's name-card, to answer. If the answer is correct, have the prior student repeat the correct answer, so that it's embedded in his/her brain. This helps students to record the correct answer, as well as supporting positive responses, without fear of "being wrong".

With the idea of first things first, having students' calling cards for each class, allows teachers to begin the school year and every class with a simple, low-tech tool for animating the class, keeping order, and involving all students in a smooth, systematic way of checking understanding....by asking questions.

## 2. RECOGNIZING STUDENTS' NEEDS (Maslow Really Knew!)

When you're in the classroom, with 30 + students, it's hard to realize that each one of them has different needs, different learning styles, and different ways to show what they've learned. Educators have a tendency to treat the 30+ students as a glob of humanity, a single entity, reacting in similar ways to similar stimuli. Nothing could be further from reality.

While Dr. Howard Gardner's Theory of Multiple Intelligences has been around for 30 years, almost three generations of K-12 students, and while many teachers can cite all eight types of intelligences, giving examples of each, they continue to teach to the group, testing based on memorization, with multiple choice items, or worse, true/false answers, as though all students can exhibit learning in the same way.

Long before Gardner's theory was published in 1984, Dr. Abraham Maslow developed a clear graphic illustrating the five hierarchical levels of human needs, from the lowest, survival-level, physiological needs, such as air, food, and water, to the highest human need, that of reaching one's potential, which Maslow called "self-actualization".

The earliest and most widespread version of Maslow's (1943, 1954) hierarchy of needs includes five motivational needs, often depicted as hierarchical levels within a pyramid.

This five-stage model can be divided into basic (or deficiency) needs (e.g. physiological, safety, love, and esteem) and growth needs (self-actualization).

The deficiency, or basic needs are said to motivate people when they are unmet. Also, the need to fulfill such needs will become stronger the longer the duration they are denied. For example, the longer a person goes without food the more hungry they will become.

One must satisfy lower level basic needs before progressing on to meet higher level growth needs. Once these needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization.

Every person is capable and has the desire to move up the hierarchy toward a level of self-actualization. Unfortunately, progress is often disrupted by failure to meet lower level needs. Life experiences including divorce and loss of job may cause an individual to fluctuate between levels of the hierarchy.

Maslow noted only one in a hundred people become fully self-actualized because our society rewards motivation primarily based on esteem, love and other social needs.





The original hierarchy of needs five-stage model includes:

**1. Biological and Physiological needs:**

air, food, drink, shelter, warmth, sex, sleep.

**2. Safety needs:**

protection from elements, security, order, law, limits, stability, freedom from fear.

**3. Social Needs:**

belongingness, affection and love: from work group, family, friends, romantic relationships.

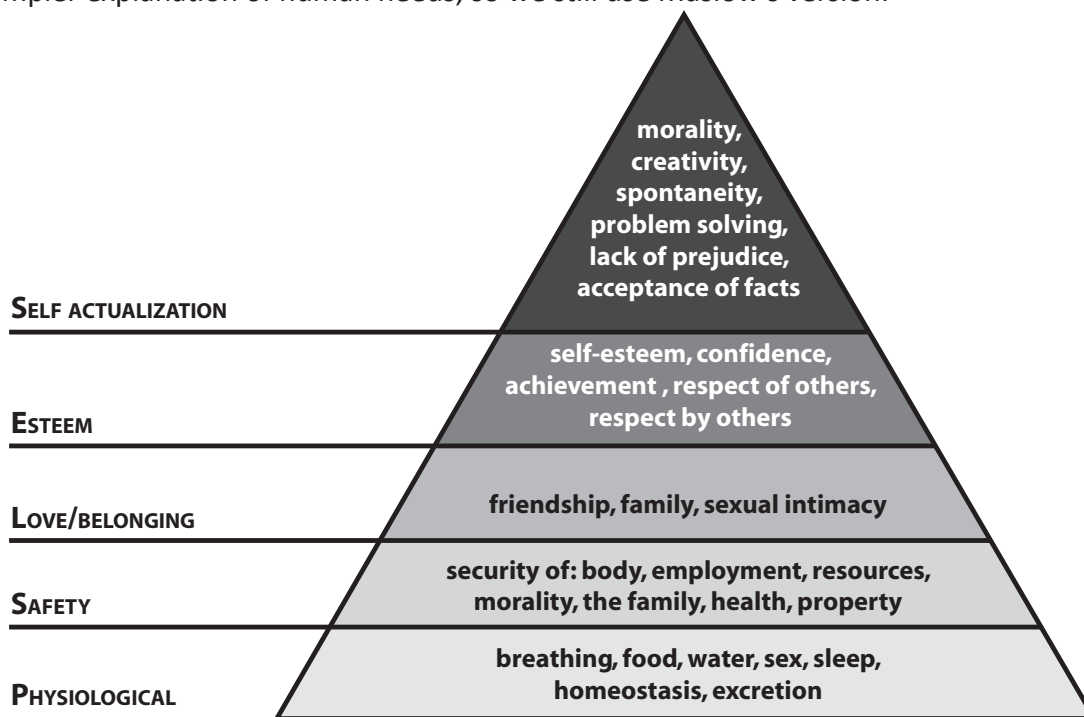
**4. Esteem needs:**

achievement, mastery, independence, status, dominance, prestige, self-respect, respect from others.

**5. Self-Actualization needs:**

realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.

The figure below shows a common version of Maslow's hierarchy. Even though Maslow's explanation of human needs is more than 70 years old, no one has come up with a better, clearer, or simpler explanation of human needs, so we still use Maslow's version.



In the hierarchy, each level is met once the one below it has been met. The basic human need, physiological, must be met, or the person will die. Once there is sufficient food, water, air, the next level to be met is safety. A safe shelter and freedom of danger permit the child to work towards the next level, love and belonging.

It is at this third level that the schools and teachers play a very strong role in whether or not the child can ever reach the fourth level, self-esteem.

No one is ever born with self-esteem. It develops from external, positive experiences, from praise, from a series of successes, from friendships, from positive participation in clubs and groups, and from supportive family, friends, and teachers, reinforcing love and belonging.

Once a person has met love and belonging needs, and moves on to self-esteem needs also being met, then, and only then, is the person ready to reach self-actualization. Reaching and maintaining satisfaction at one's potential, is the highest art of being human, according to Maslow.

To support and strengthen the third level, love and belonging, the psychological road is being paved to reach the two highest levels, self-esteem and self-actualization. Teachers play an extremely important role in reaching and sustaining the love and belonging needs. Praise, providing activities to promote student success, being just, fair, and tolerant, based on the student's specific needs and learning preferences all build trust, confidence, and help the student to feel loved and part of the group.

An important thing to note is that the school can be a haven, a refuge, for some children, and just one, great, caring, challenging teacher in the child's school career can make all the difference in the world.

I hope YOU will try to be that ONE great, caring, challenging teacher, to provide your students with a safe haven for learning, for sharing ideas, and for developing self-confidence.

### 3. PLANNING:

#### Three Essential Components (The ONLY Three You'll Ever Need)

Without any preliminaries, let me advise you, teachers, that planning is essential, important, and basic to excellent teaching. Anyone who thinks he/she can teach well without organized plans is a fool.

On the other hand, some schools, directors, and/or academic coordinators seem to bend over backwards to make teachers' planning as cumbersome, difficult, and useless as possible. Somehow they think that quantity is more important than quality. They have forgotten, if they ever even knew, that plans are for the teachers to use to effectively and efficiently carry out work in the classroom, stimulating, encouraging, and challenging students to learn, to grow, to inquire, and to assimilate knowledge. Plans are NOT for someone else to "check", an insulting, demeaning, and useless task, a total waste of time!

It takes a great teacher, however, to actually implement plans, teaching outside the text, beyond the text, asking the "big questions", expanding the average curriculum, to challenge students with universal understandings, promoting inquiry and self-organized learning environments.

This type of teacher cannot and should not be expected to write plans with a formula, delineating "objectives", "sub-objectives", "themes", "sub-themes", units, "multiple-choice examinations", and all the rest of the burdens that kill creativity, and that in no way, shape, or manner can even pretend to provide "good planning".

Adequate planning requires only three general categories:



1. **CONTENT** (what topics are to be discussed, studied, accomplished)



2. **PROCESS** (TW = Teacher Will) (use observable verbs of what the teacher will do, describing topics, listing teacher's key activities, pages numbers, tools, apps, investigations, and techniques to be supported by the teacher)



3. **PRODUCT** (SWBAT = Student Will Be Able To) (how students will demonstrate their learning, using measurable/ observable verbs)

## A HANDBOOK OF GREAT TEACHING

<b>A blank planning format</b>			
Teacher: _____ Subject/Grade Level _____ Week of _____			
Check when completed.	CONTENT	PROCESS TW (Teacher Will)	PRODUCT SWBAT (Student Will Be Able To)
	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.		

<b>A partially completed planning format</b>			
Teacher: _____ Subject/Grade Level _____ Week of _____			
Check when completed.	CONTENT	PROCESS TW (Teacher Will)	PRODUCT SWBAT (Student Will Be Able To)
	<p>1.Science: cells: pages 48-55</p> <p>2. Story: P.32- 40</p> <p>3. Spelling/vocabulary: (List words here.) cell, DNA, Mendel, nucleus, genetics, environment, biology, chromosome, gene, heredity</p> <p>Notice that this section simply tells what material will be completed. It lists content. The next two sections (process &amp; product) describe actions to be completed for learning to occur.</p>	<p>1. Guide reading, using student calling cards.</p> <p>2. Show slides of cells.</p> <p>3. Explain words and definitions, using visuals and examples.</p> <p>4. Guide students to make a timeline of the story's main actions.</p> <p>Notice that verbs are used to explain what the teacher will be doing to focus on the lessons.</p>	<p>1. Prepare poster of plant and animal cells.</p> <p>2. Draw timeline of story.</p> <p>3. Master spelling test (85/85)</p> <p>4. Discuss characteristics of the story's characters.</p> <p>Notice that verbs are used to tell what the student will do to exhibit that learning took place.</p>

This planning format gives the teacher sufficient information on what to do, how to do it, and what to check to assure some learning took place. At the same time, it's simple, efficient, and effective. No one needs to "check" what it says. By frequent, short classroom observations, it will be easily observable to note if the teacher planned the class or not.

Planning is done by the week, not by the day, with the teacher checking off the day's accomplishments in the left-hand column. For efficiency and academic strength, teachers should plan long-term, with general themes, topics, and content planned on a 9-month timeline. Then, using the overall content time line, the teacher can plan weekly, usually in blocks of 2 or 3 weeks at a time.

Combined with teacher plans, it is a good idea that each student keeps a notebook. I recommend the notebook have dividers to form different sections, as follow:

**Examples:**

1	Work of the day	(Copied from the board)
2	Facts of the Week	(Copied, and later, the answer)
3	Vocabulary (Numbered lists)	(Words; their definitions)
4	Class notes and worksheets	(Organized chronologically)
5	Tests, exams, graded work	(Organized chronologically)
6	Miscellaneous	(Any additional material)

This format of students' notebook organization will guide students to maintain order, to remember better, and to build and acquire academic study habits.

## 4. MANAGEMENT :

Establishing routines is the basis of great organization.  
Great organization leads to assertive discipline.



PLANNING is with things; MANAGEMENT is with people.

SELF-QUIZ: What is your classroom management profile?  
The steps are simple:

Read each statement carefully. Write your response, from the scale below, on the blank lines. Respond to each statement based upon either actual experience or an imaginary situation. Then, follow the scoring instructions below. It couldn't be easier!

**1 = Strongly Disagree**

**2 = Disagree**

**3 = Neutral**

**4 = Agree**

**5 = Strongly Agree**

1) If a student is disruptive during my class, I put him/her out of class and refer him/ her to their guidance tutor or coordinator for a disciplinary warning without further discussion.

2) I don't want to impose any rules on my students. \_\_\_\_\_

3) The classroom must be quiet in order for students to learn. \_\_\_\_\_

4) I am concerned about both what my students learn and how they learn. \_\_\_\_\_

5) If a student turns in a late homework assignment, it is not my problem. \_\_\_\_\_

6) I don't want to reprimand a student because it might hurt his/her feelings. \_\_\_\_\_

- 7) Class preparation isn't worth the effort. \_\_\_\_\_
- 8) I always try to explain the reasons behind my rules and decisions. \_\_\_\_\_
- 9) I will not accept excuses from a student who is late. \_\_\_\_\_
- 10) The emotional well-being of my students is more important than classroom control. \_\_\_\_\_
- 11) My students understand that they can interrupt me if they have a relevant question. \_\_\_\_\_
- 12) If a student asks to leave class early, for any reason, I always agree. \_\_\_\_\_

ADD your responses to statements 1, 3 and 9. This is your score for the AUTHORITARIAN style. (Strict, but not always fair..)

ADD your responses to statements 4, 8 and 11. This is your score for the AUTHORITATIVE style. (Strict, but mostly fair..)

ADD your responses to statements 6, 10 and 12. This is your score for the LAISSEZ-FAIRE style. (Popular, but not always in control..)

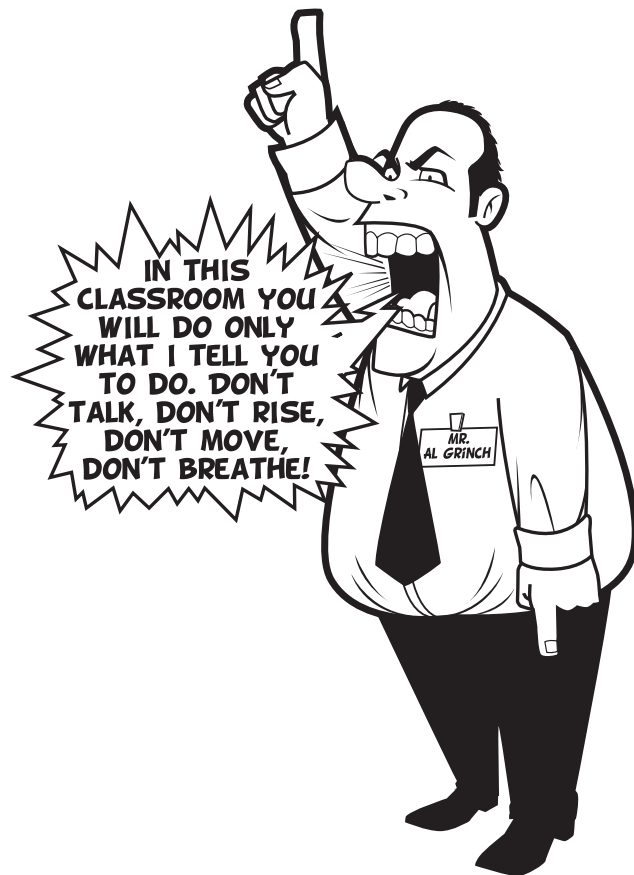
ADD your responses to statements 2, 5 and 7. This is your score for the INDIFFERENT style. (May have severe control problems..)

### Why is important to know our teaching style?

The answer is simple but important: because it concerns how our students perceive us, and the way we treat them. Here is what students think about these teachers.

#### AUTHORITARIAN

"I don't really care for this teacher. She is really strict and doesn't seem to want to give her students a fair chance. She seems unfair, that's just her way of making her point."



### **AUTHORITATIVE:**

"I like this teacher. She (he) is fair and understands that students can't be perfect. She (he) is the kind of teacher you can talk to without being put down or feeling embarrassed."

### **LAISSEZ-FAIRE**

"This is a pretty popular teacher. You don't have to be serious throughout the class. But sometimes things get out of control and we learn nothing at all."

### **INDIFFERENT:**

"This teacher can't control the class and we never learn anything in there. There is hardly ever classwork and kids rarely bring their books."

A high score indicates a strong preference for that particular style. You may see a little bit of yourself in each one, but remember that your approach may vary from class to class – and that most people find that their style evolves as their years of teaching experience progress. Perhaps the successful teacher is the one who can evaluate a class or situation, and then apply the appropriate style.

\* Source: The classroom management styles are adaptations of the parenting styles discussed in *Adolescence*, by John T. Santrock from Indiana University.  
<http://www.cbv.ns.ca/sstudies/gen3.html>

Once the planning is in place, and the teacher is in the classroom, the very first day, the teacher must establish PROCEDURES, the way he/she wants things done, consistently supporting that they are followed. When procedures are followed consistently, they eventually become ROUTINES, the things students do automatically.

Routines could include how to enter the classroom, where to store the backpack, where to write your name on the worksheet, or how to submit completed work. The procedures can depend on the teacher's necessities to maintain order, or specific school rules. How to follow procedures must be taught and practiced. Here are some examples:

### **Procedures to Rehearse With Students**

Entering the classroom

Getting to work immediately

When students are tardy

End-of-period class dismissal

Listening to and responding to questions

Participating in class discussions

When you need pencil or paper

Keeping your desk orderly

Checking out classroom materials

Coming to attention

Passing in papers

Exchanging papers

Returning student work

Getting materials without disturbing others

Handing out playground materials

Moving about the room

Going to the library or computer center

Headings on papers

When a student finishes work early

Asking a question



When students are absent  
 Working cooperatively  
 Changing groups  
 Keeping a notebook  
 Going to the office  
 When student needs help or conferencing  
 Knowing the schedule for the day or class  
 Keeping a progress report  
 Finding directions for each assignment

When a school-wide announcement is made  
 Saying "Please" and "Thank you"  
 Responding to an emergency  
 Responding to an earthquake  
 Responding to a severe weather report  
 When visitors are in the classroom  
 If the teacher is out of the classroom  
 If a student is suddenly ill

**OTHERS: Depending on the teacher or school**

Once there are procedures in place, being practiced by students, the class runs more smoothly, with fewer conflicts, and better management. Teachers should use sincere praise and positive comments on a regular basis, in a natural, not artificial or forced manner.

An assertive discipline plan includes

**RULES, CONSEQUENCES, and REWARDS.**

Positive things to say to students individually, or as a group, or to write on the board or on students' papers, could include any of these comments:



- |                         |                   |                 |
|-------------------------|-------------------|-----------------|
| ✓ Awesome               | ✓ Fantastic       | ✓ Terrific      |
| ✓ Super                 | ✓ Fine            | ✓ Superb        |
| ✓ Wow                   | ✓ Magnificent     | ✓ Great         |
| ✓ What an effort        | ✓ Good technique  | ✓ Marvelous     |
| ✓ Keep up the good work | ✓ Way to go       | ✓ Wonderful     |
| ✓ Your best effort      | ✓ Excellent       | ✓ Star quality  |
| ✓ Perfect               | ✓ Incredible      | ✓ I like that   |
| ✓ Stellar work          | ✓ Quality         | ✓ Top notch     |
| ✓ Top shelf             | ✓ Grand           | ✓ Oo la la!     |
| ✓ Cool work             | ✓ Extreme         | ✓ Skillful work |
| ✓ Expert                | ✓ Talent is shown | ✓ Great ability |
| ✓ Bella                 | ✓ Out of sight    | ✓ Radical       |
| ✓ Very nice             | ✓ Super nova      | ✓ Superlative   |
| ✓ Supreme               | ✓ Bodacious       | ✓ Superior      |
| ✓ Unrivaled             | ✓ Unforgettable   | ✓ Matchless     |
| ✓ Surpasses             | ✓ Respectable     | ✓ Noteworthy    |
| ✓ Illustrious           |                   |                 |

You'll need classroom rules, or, ideally, school rules. They should be simple, and enforced. Five simple rules, applicable to any age group include:

**Students will:**

1. Follow directions the FIRST time.
2. Arrive at class every day PREPARED with all work materials needed.
3. Be polite and courteous to everyone.
4. Talk only with permission.
5. Keep hands, feet, objects to yourself.

No matter what the activity, in order to be assertive, you need to be aware of what behaviors you want and need from the students.

When there are infractions to the rules, consequences need to be in place and enforced. Consequences must be planned and explained in advance so students are aware that consequences will result if the class or school rules are not followed.

The first infraction simply could be to have the student write his/her name and the date in an "ASSERTIVE DISCIPLINE REGISTER". Once his/her name is in the register, the discipline plan is in effect.

More severe consequences for subsequent infractions to the rules could be a day's isolation in an office, completing work, a very brief parent conference with the student present, two days of isolation, even home suspension for 5 days, although the student will be required to arrive at school to collect work for the day, and to return at school closing to submit the work. The severity and frequency of the offense determines the consequence.

Consequences cannot be physical punishment, public embarrassment of the student, additional homework, extra classwork, missing recess or lunch, nor should punishment affect, in any way, the academic grades of the student. Assertive discipline's goal is to teach responsible behavior, not to harshly punish a student.

Harsh techniques never obtain long-term, positive change! They may frighten a sensitive child, or anger a troubled child. They don't work!

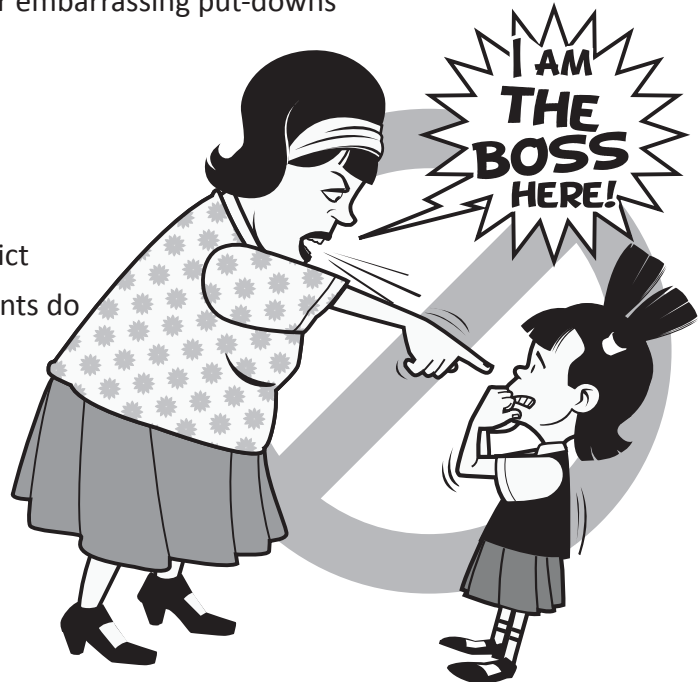
### **TECHNIQUES THAT BACKFIRE**

Many teachers have tried most of these. They may work a few times, but not over the long haul.

☹ Raising my voice

☹ Yelling

- ☹️ Saying “I’m the boss here.”
- ☹️ Insisting on having the last word
- ☹️ Using tense body language, such as rigid posture or clenched hands
- ☹️ Using degrading, insulting, humiliating, or embarrassing put-downs
- ☹️ Using sarcasm
- ☹️ Attacking the student’s character
- ☹️ Acting superior
- ☹️ Using physical force
- ☹️ Drawing unrelated persons into the conflict
- ☹️ Having a double standard --making students do what I say, not what I do.
- ☹️ Insisting that I am right
- ☹️ Preaching
- ☹️ Making assumptions
- ☹️ Backing the student into a corner
- ☹️ Pleading or bribing
- ☹️ Bringing up unrelated events
- ☹️ Generalizing about students by making remarks such as “All you kids are the same.”
- ☹️ Making unsubstantiated accusations
- ☹️ Holding a grudge
- ☹️ Nagging
- ☹️ Throwing a temper tantrum
- ☹️ Mimicking the student
- ☹️ Making comparisons with siblings or other students commanding, demanding, dominating rewarding the student
- ☹️ Repetitive written work



Rewards for consistent positive behavior can include praise, as mentioned above, a positive note to parents, or a class movie. The idea is to promote positive attitudes towards positive behavior. Use various interventions to help develop a positive attitude and behavior in the classroom. Do you use any of these interventions?

To check yourselves, teachers, use the following two charts.

You’ll be able to see where you have strengths, and where you may have to improve some management skills.

**BEHAVIOR MANAGEMENT CHECKLIST**

Directions: Consider each of the recommendations below and rate yourself as “S” (skilled in that area) or “N” (needs improvement). Use those items with an “N” rating to set goals for professional growth. While there are always exceptions to these guidelines, one should be able to justify variations as they benefit the student.

- \_\_\_\_\_ 1. I have comprehensive behavior management plan which includes: positively stated rules that tell what to do, rules which are not redundant or copies of school rules, a listing of consequences proceeding from mild penalties, and ways to thank students for displaying appropriate behavior.
- \_\_\_\_\_ 2. My rules are posted in a prominent place in my room.
- \_\_\_\_\_ 3. I have submitted my plan to my administrator so he/she will support me when I have reached the last step of my consequence list.
- \_\_\_\_\_ 4. Parents have a copy of my discipline plan.
- \_\_\_\_\_ 5. I CONSISTENTLY enforce rules by moving through the consequences.
- \_\_\_\_\_ 6. I do not allow myself to be intimidated by certain students into not disciplining them.
- \_\_\_\_\_ 7. I address all misbehavior.
- \_\_\_\_\_ 8. I constantly watch for opportunities to positively react to students who are behaving.
- \_\_\_\_\_ 8. I am a good role model for courteous and respectful behavior.
- \_\_\_\_\_ 10. I am in control of my emotions when disciplining.
- \_\_\_\_\_ 11. I NEVER yell at students.
- \_\_\_\_\_ 12. I use respectful terminology when disciplining my students.
- \_\_\_\_\_ 13. I use a calm, firm, respectful tone of voice when administering consequences.
- \_\_\_\_\_ 14. I see the humor in situations and enjoy laughing with my students.

- \_\_\_\_\_ 15. I never nag or lecture students who have misbehaved.
- \_\_\_\_\_ 16. I never plead with students to behave.
- \_\_\_\_\_ 17. When a student is misbehaving, I give him/her a clear, firm direction to do something (e.g. "Open your book to page 67." "Please go to your seat now.") or I ask, "What should you be doing right now?" (If she/he doesn't know, I tell him/her calmly.)
- \_\_\_\_\_ 18. If my direction is not followed, I administer the first consequence from my list. I continue through the list until I gain compliance.
- \_\_\_\_\_ 19. I am organized and prepared for each class.
- \_\_\_\_\_ 20. I have routines for dismissal, assignment submission, pencil sharpening, bathroom use, asking questions, lining up, etc.
- \_\_\_\_\_ 21. My lessons are well-paced.
- \_\_\_\_\_ 22. I vary my teaching methods. I do more than give out worksheets and ask Ss to copy questions from a text.
- \_\_\_\_\_ 23. My lessons are interesting in order to motivate students. The lessons are student centered and use a variety of multi-media, hands-on activities, co-operative learning, and technology.
- \_\_\_\_\_ 24. I seek new teaching ideas and positive ways to manage behavior.
- \_\_\_\_\_ 25. I have set goals for myself in the area of using positive ways to promote appropriate student behavior.
- \_\_\_\_\_ 26. I have at least one colleague with whom I can share ideas on and go to when I need help with behavior management.



Another tool to help me manage my students is this checklist:

**FOR #'s 1 - 13, "YES" IS BETTER.**

	<b>YES</b>	<b>SOMETIMES</b>	<b>NO</b>
1. I develop and teach rules in the first week of school.	_____	_____	_____
2. Rules are stated positively telling students what to do.	_____	_____	_____
3. Rules are posted in a prominent place in my room.	_____	_____	_____
4. I have submitted my plan to my administrator for his/her support.	_____	_____	_____
5. Parents have a copy of my discipline plan.	_____	_____	_____
6. I distinguish rules from procedures in my classroom.	_____	_____	_____
7. I involve students in the development of the classroom rules.	_____	_____	_____
8. I send home a copy of the classroom rules for parents to see and sign.	_____	_____	_____
9. I engage students in role-playing what classroom rules should look like in our classroom.	_____	_____	_____
10. I teach lessons on procedures, including lots of practice, in the first weeks of school.	_____	_____	_____
11. Major procedures are followed without my constant prompting (for example, student talk, equipment use).	_____	_____	_____
12. I am consistent in my expectations and reinforcement of rules and procedures.	_____	_____	_____
13. I constantly watch for opportunities to positively react to students who are following rules and procedures.	_____	_____	_____

**FOR #'s 14 - 19, "YES" IS BETTER.**

14. There are some student misbehaviors occurring that aren't covered by current rules.

YES	SOMETIMES	No
_____	_____	_____

15. I have stopped enforcing one or more of the classroom rules.

_____	_____	_____
-------	-------	-------

16. I find myself giving the same directions over and over for common procedures.

_____	_____	_____
-------	-------	-------

17. I spend as much time going over directions later in the year as at the beginning of the year.

_____	_____	_____
-------	-------	-------

18. There are some students who have an especially hard time following the rules and procedures.

_____	_____	_____
-------	-------	-------

19. I allow myself to be intimidated by certain students into not disciplining them.

_____	_____	_____
-------	-------	-------

**FOR #'s 20 - 32, "YES" IS BETTER.**

20. The rewards and punishments I use take no time or focus away from the academic lesson.

YES	SOMETIMES	No
_____	_____	_____

21. I reward good student behavior, including effort, in a variety of ways.

_____	_____	_____
-------	-------	-------

22. My praise of students is specific.

_____	_____	_____
-------	-------	-------

23. I am in control of my emotions when disciplining.

_____	_____	_____
-------	-------	-------

24. I never yell at students.

_____	_____	_____
-------	-------	-------

25. I use a calm, firm, and respectful tone of voice when administering consequences.

_____	_____	_____
-------	-------	-------

26. The punishments I use with students are effective - I do not have repeat offenders.

_____	_____	_____
-------	-------	-------

27. The punishments I use are fair - I would be willing to have any of them used on me.

_____	_____	_____
-------	-------	-------

28. I teach students step-by-step how to do a desired behavior.	_____	_____	_____
29. I provide students with ways to monitor their own behavior.	_____	_____	_____
30. I investigate possible causes of misbehavior.	_____	_____	_____
31. I nip misbehavior in the bud in ways that take no time away from the lesson.	_____	_____	_____
32. I nip misbehavior in the bud in ways that keep a positive classroom climate.	_____	_____	_____
<b>FOR #'S 33 - 34, "NO" IS BETTER.</b>	<b>YES</b>	<b>SOMETIMES</b>	<b>No</b>
33. Some students ignore behavior corrections.	_____	_____	_____
34. I warn and threaten and fail to follow through when misbehavior continues.	_____	_____	_____
<b>FOR #'S 35 - 38, "YES" IS BETTER.</b>	<b>YES</b>	<b>SOMETIMES</b>	<b>No</b>
35. I use a variety of instructional methods.	_____	_____	_____
36. My lessons are student-centered and include a mix of visual, auditory, and kinesthetic lesson activities.	_____	_____	_____
37. I and my materials are ready to begin, and lessons start promptly.	_____	_____	_____
38. During a given lesson or class period, I walk throughout the room and bring each student into my physical proximity.	_____	_____	_____
<b>FOR #'S 39 - 42, "NO" IS BETTER.</b>	<b>YES</b>	<b>SOMETIMES</b>	<b>No</b>
39. Student attention tends to fade before I finish conducting a lesson.	_____	_____	_____
40. I run out of class time before covering the major concepts planned in a lesson.	_____	_____	_____



41. Student attention tends to fade before students finish independent or group work.

\_\_\_\_\_

42. Some students finish quickly, run out of things to do, and bother others.

\_\_\_\_\_

**FOR #'s 43 - 47, "NO" IS BETTER.**

**YES                      SOMETIMES                      No**

43. I am a good role model for courteous and respectful behavior.

\_\_\_\_\_

44. I see the humor in situations and enjoy laughing with my students.

\_\_\_\_\_

45. I seek new teaching ideas and positive ways to manage behavior.

\_\_\_\_\_

46. I have set goals for myself in the area of using positive methods to promote appropriate student behavior.

\_\_\_\_\_

47. I have at least one colleague with whom I can share ideas and go to when I need help with behavior management.

\_\_\_\_\_

**So what does an effective classroom look like?**

Characteristics	Effective Teacher	Ineffective Teacher
1. High level of student involvement with work.	Students are working.	Teacher is working.
2. Clear students expectations.	Ss know that tests and assignments are based on competence and objectives.	T. says, "Read chapter 3 and know the material" "Test will cover all of Chapter 3" assignments are based on competence and objectives.
3. Little wasted time, no confusion, or disruptions (ALT).	T. starts class immediately, has work posted, and has a discipline plan.	T. takes roll, dallies. Makes up rules as to his/her moods. Ss ask repeatedly for the work.
4. Work oriented, but pleasant, relaxed, climate.	T. knows how to bring class to attention, how to praise and encourage.	T. yells, flicks light switch, tells but not explains, little/no praise.

Many times, teachers want other procedures they can do to help maintain order and discipline in the classroom.

Here are more tips:

### 1. DISCIPLINE IS ACTIVE

Say, "I'm waiting until all are ready."

You then walk around the room tapping silently with your fingers on the desks of those who need to get quiet and ready. Say:

Two people are ready.

A few of us are ready.

Some of us are ready.

Almost all of us are ready.

All of us are ready. We're ready to begin. Signal for "great."

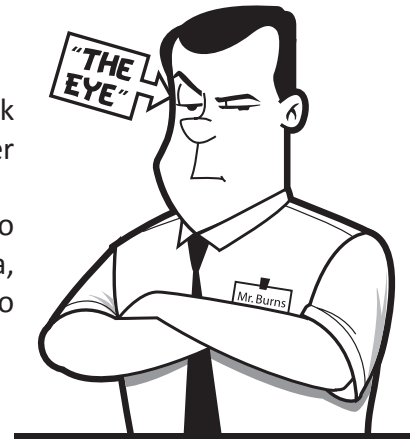
### 2. GET EVERYONE INVOLVED

Keep all students actively involved in every lesson! For example, while a student does a presentation, involve the other students by asking them to take notes, prepare good questions to ask the expositor and also to evaluate him/her.

### 3. GIVE CHILD "THE EYE"

When someone is talking, simply do not speak anymore and look at the child, then give him/her "the eye". Immediately the talker will stop.

Variation: Look at the child. Say, "I want to see your eyes listen to the directions." Then ask the child to repeat the directions, "Laura, could you repeat the instructions please?" Ask another child to do the same.



### 4. MAKE EVERYBODY ACCOUNTABLE

Use key questions to make a child accountable for his actions so you don't become the "monster" of the picture. Use questions that make students self-examine his/her actions and know why he/she is being reprimanded.

Ask question such as:

- What did you do?
- Why is this unacceptable?
- What am I/ are your parents/ going to say?
- What is the consequence for this?
- What do you need to do to fix this problem?
- Do you understand why I have to call your parents? Send you a report?

**Another way...**

- What did you do?...
- This is unacceptable because...

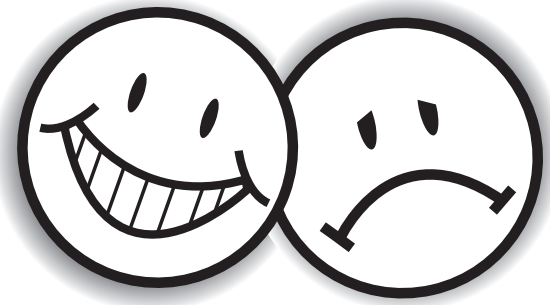
Even in these situations, encourage the child to improve behavior by emphasizing his/her good qualities and skills.

**5. DON'T GIVE WARNINGS!**

Warnings only tell students "you got another chance to interrupt me twice, three times, etc." Once you have established your rules, and they have been understood, GIVE NO WARNINGS! Warnings only say, "I don't have to listen" or "You can continue interrupting until you've been warned 3 times."

**6. HAPPY FACE/SAD FACE**

Draw on the chalkboard a large square with a sad face and a large circle with a happy face. Have students' names on post-its in the circle. Student's post-it moves to sad face for infractions....have student move the post-it! It can be moved back for a positive action.



**7. PRIVILEGE...ERASED**

Write the name of the privilege on the board. (EXAMPLE: "MOVIE FRIDAY") Whenever there is a distraction from a student, erase a letter. When the word is completely gone, the privilege is gone, too.

**8. WALK AND LOOK**

A) Use proximity control...be nearby....WALK around the room, around the groups. STAND next to the restless student.

Quietly finger tap the desk of any who is NOT paying attention....whisper their name.

B) Use student names in discussion. Use student names in examples or problems.. Say, "Rene went to the store with \$4....."

Be sure to mention who is ready... "Mary is ready, Tom's group is ready to go on, Mike's table is listening."

Also effective is: Tell any student near the talker, "Please tell your neighbor to listen."

Appeal to the "angel on the shoulder" to avoid a confrontation when asking a student to pay attention. Example: "Marty, you were just telling Charlie that you wanted to work on that assignment alone. Right?" or "Ana Paula, you were telling Sammy how great and interesting the

English class is, weren't you?"

### 9. CONTRACTS

Contracts often help improve behavior. Have your expectations clearly stated. Then have student and the teacher sign the contract.

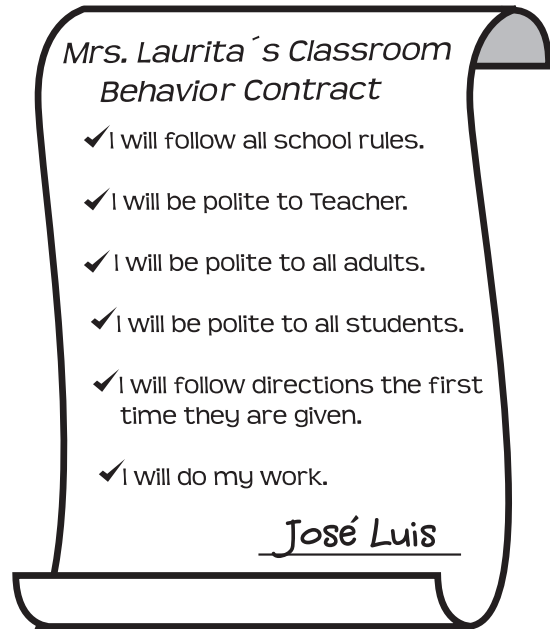
This will make the student accountable. Involve them in setting the consequences for their inappropriate actions.

**NOTE: Teachers: Don't give instructions until you see ALL students quiet and looking at you.**

### 10. PRAISE EFFECTIVELY

There are two types of praise, descriptive and evaluative. Ineffective teachers over-rate evaluative praise. Evaluative praise ("EXCELLENT WORK, MIKE.") evaluates the performance.

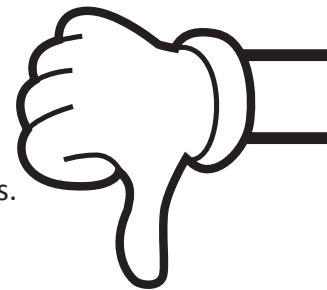
Descriptive praise describes the performance. (YOUR PAPER IS NEAT, MIKE.)



### 11. THE DON'TS IN DISCIPLINE

NEVER make threats that are not followed through. Students soon learn that you don't mean it, so they don't have to follow the rules.

- ✗ NEVER make flip or indecisive/unclear statements "All right, let's knock it off!"
- ✗ NEVER put yourself in a situation where you will be challenged.
- ✗ NEVER give more work as a reward/punishment.
- ✗ NEVER apply physical punishments that simulate military actions.



### The Do's

- ✓ BACK OFF and approach the problem from a different angle.
- ✓ ALWAYS be aware of potential challenges and problems.
- ✓ LISTEN! Give alternative solutions.



**12. THE SCRATCHED CD TECHNIQUE**

Repeat to the students exactly what you want. Do not argue with the student, just repeat again.

Repeat exactly what you had said...and again until the students agree to do what you want.

**13. AVOIDING “No”**

Use classroom rules that describe the behaviors you want, instead of listing things the students can't do.

Instead of “No running in the room,” use “Move through the building in an orderly manner.”

Instead of “No-fighting, “ use “Settle conflicts appropriately.”

Instead of “No-gum chewing,” use “Leave gum at home.”

Let your students know this is how you expect them to behave in your classroom.

Don't ignore good conduct. Praise it. This makes students feel they are accomplishing something.

**14. DISCIPLINE... A SPOONFUL OF SUGAR**

Call parents to say something positive about their child's improvement, progress, classwork, English development, conduct, etc. - Make parents your allies. Call early and often.

Use the word “concerned” when addressing a problem. Be specific and discrete when communicating a concern.

Schedule Conferences with:

The Student

The Parent (s)

The Student AND the Parent (s)

-Reward more than you punish. Emphasize the kids' good qualities. After each class, use words of encouragement to the student who is making an effort to behave, “You did a good job today working with your team, Mary.” or “You're doing a good job solving the math problems, John”.

Use expressions like these with everyone. You'll see a big difference.

**15. MODEL ACTIONS**

McDaniel said “Values are caught, not taught”.

Teachers who are courteous, prompt, enthusiastic, in control, patient, and organized provide examples for their students through their own behavior.

The “do as I say, not as I do” teachers send mixed messages that confuse students and invite

If you don't bring your homework... your grades will be affected....

I repeat:

If you don't bring your homework... your grades will be affected....

I repeat:

If you don't bring your homework... your grades will be affected....



misbehavior. If you want students to use quiet voices in your classroom while they work, you, too, will use a quiet voice even while helping others.

## 16. COLLECTIVE REWARDS

Reward the whole group when a student, specifically the one that has a learning challenge, does something right

## More tips on better classroom management

### 1. YIELD RESPONSIBILITIES (WHENEVER POSSIBLE). YOU CAN'T DO IT ALL

Name or raffle students so someone can be:

- in charge of the board.
- your personal assistant (not secretary).
- in charge of charts or the calendar.

### 2. START THE DAY QUIETLY WITHOUT CHAOS.

To start the day, have NO crowds around you. If you grade at your desk (which is not recommended) make it clear that no more than 3 students can be there with you.

-Before going inside the classroom, be aware of possible situations that might turn into disruptions or discipline problems. While your class is still in the morning line-up, check for students that come with: a negative attitude, clothes not part of the uniform, objects that are not allowed in class, or are chewing gum.

### 3. BE ORGANIZED.

Tell students that if they don't learn organizational skills, it's more likely they'll have problems- in school, in jobs, and in their lives. Explain to the class that learning to be organized is a skill that is learned, and it is important.

Empty your desk of unwanted papers and objects you do not need.

Clean the classroom of things that take up space and are needless.

Invite students to clear their desk of unwanted objects and papers.

Tell the class to leave at home supplies they will not use in class for a while.

Before starting class, tell the students to only have the materials they'll need.



#### 4. KEEP THE CLASSROOM RUNNING SMOOTHLY WITH PROCEDURES IN PLACE.

- To avoid interruptions use bathroom passes.
- Be clear on instructions referring to: what type of letter to use, how the margins must be, if pencil or pen should be used, where the backpacks should go, etc.

#### 5. GIVING INDIVIDUAL / SMALL GROUP HELP EFFICIENTLY.

When doing an exercise or quiz, if students need help, have them write their name on the board with the page # and problem /question #. Then tell them not to stop and to go on to the next exercises.

Then when 5 minutes or so have passed, you can say, "All those that need help with page #\_\_ problem/question#\_\_\_ come to my desk for help" or involve the whole class when discussing the questions. This will reinforce their knowledge and increase participation.

#### 6. GRADING PAPERS

If you try to grade everything, you will drown in an ocean of papers! There are many ways to grade students' papers.

First, you must decide: "Am I teaching or testing?"

**Some ways to grade papers are:**

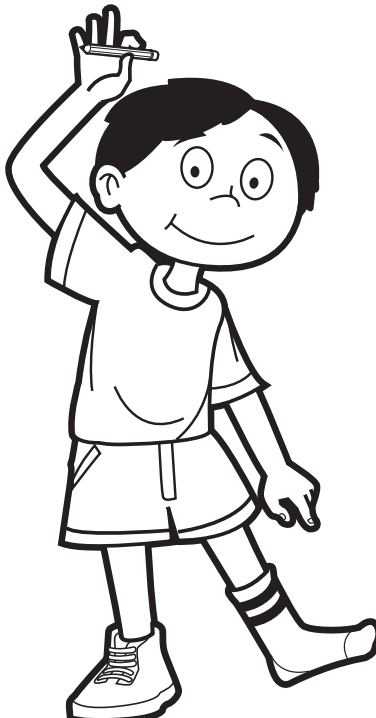
Randomly call students to bring you their paper.

Focus on the ones that really need help and grade books of those who normally get the exercises right until last. If possible, have them help you check.

Have students check their own papers.

DO NOT exchange with a neighbor to correct each other's papers, because the student will not be able to learn from any mistakes .

Record grade, conduct, homework, etc. on index cards.



#### 7. FOR THE ONES WHO CONSTANTLY ASK FOR PENCILS

For those students who are not responsible for bringing their school supplies and are always asking for a pencil, use this suggestion: If students need a pencil, lend small YUCKY pencils. Use the pencils that are smashed, ugly, with no eraser, chewed, or cut in half, etc. Ask the janitors not to throw these away and save them for you.

OR, "rent" a good pencil for one student's shoe. When the child returns the pencil, the shoe is returned.

#### 8. MANAGE TIME FOR YOURSELF.

1. On arrival at school in the morning, go straight to your room. Spend time on planning and paper work.
2. Before you go home: go over the next day's plan, sort, and organize paperwork to be done.
3. Begin slowly. Plan for each day. Then slowly begin to plan for longer periods of time.

9. USE STUDENT CALLING CARDS (previously explained)

10. REMEMBER TO USE SOME OF THESE IDEAS:

**WHAT ELSE CAN I DO?**

- "When I talk, you don't" Be serious
- Have a cup full of pencils or pens to "rent" for a shoe.
- Meet with students for 3 minutes... eye to eye.
- Have a box of magazines or a book shelf.
- Have picture puzzles, crossword puzzles available for students.
- Allow partners to talk as they work.
- Use classical music as they work.
- Get support from colleagues; trade a student for a day.



**Summary of management goals**

Your main goal in management is to build responsibility among your students. Teach them by example, and by consistently enforcing your rules. They need to know that consequences result from their behavior... negative ones, or positive ones, depending on their behavior and the teacher's expectations. Students need to accept their actions, own up to whatever they have done, and work on improvement and the development of their age-appropriate maturity.



*"A child may forget what we taught him, but he will never forget how we made him feel"  
Own It. I take responsibility for doing it.  
Build responsibility.*

***What is the greatest motivator?***

***A: Success***



## 5. REACHING YOUR GOALS

Back-mapping / Backward by Design

Before you can even think about reaching your goals, you need to know what goals you want to reach!

The only way to do this effectively is to establish a rubric, write an exam, and/or determine your assessment tools BEFORE you start teaching the lesson to be assessed. This used to be called “Teaching by Objectives”; then, it was called “Back-mapping”, (mapping out your final destination before planning the route to get there), Later, it was called “Backward by Design”. Some people call it “Meeting Competencies”. The name isn’t important!

What is important is that your annual plans/topics/projects are established on a timeline for the 9 -10 months of the school year, and that your expectations and assessments are established before you begin teaching, so you’ll know where you are going, what you’ll expect the students to exhibit, and how you’ll vary assessment tools to meet the various learning needs of your various students.

Following are some forms to help you plan for the academic year, by month and by topic. Also, there are several rubric samples to help you see what long-term goals you may want to develop for your students’ success.

### ANNUAL PLANNING

Making yearly plans is not a difficult task. You need a calendar and your core teaching material. The following form will help you make a brief plan to check your progress so you don’t end up at the end of the year with much material uncompleted.

You don’t need to complete every task in your books or programs. Often, you may have a better idea or a more original student task or project. YOU are the teacher. You make the decisions of what needs to be taught, at what speed, and how deeply will you pursue topics, based on your students’ needs, abilities, and interests. Teaching and learning don’t depend on memorization. Our goal is to produce students who can THINK CRITICALLY.



# A HANDBOOK OF GREAT TEACHING

Months: Number of work days	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Done? Did I finish the material without rushing?
Reading													
Writing													
Listening													
Speaking													
Notes: How is my pacing? Too fast? Too slow? Just right?													

YEARLY TIMELINE FOR COMPLETING MATERIAL, TEXTS AND TOPICS.  
(Instructions follow this form.)

Teacher: \_\_\_\_\_ Grade/Course: \_\_\_\_\_ Year: \_\_\_\_\_

TEACHERS:

### **ANNUAL PLANNING TIMELINE**

No. of

Use this form with your annual planning to help you keep on task for the material to be taught, so that you don't finish too early, nor end the year without having covered the main ideas from the text.

1. Check how many pages of text your material, or books have. (Not index, glossary, etc...only text)

2. Find out how many work days we have each month, add them together, then divide the number of text pages by the number of total teaching days in the year. (Note: Allow for days that that we are in school but don't teach, such as exam days, parent programs, etc. Basically, we have about 185 actual teaching days.) That tells you how many pages to cover each class day. Since you might choose NOT to use the text every day, you can figure out how many pages to cover each week by multiplying this number by three. These numbers are for YOU, to help with your weekly / monthly planning.

### **Completing the Form**

1. On the format on the reverse side, write down approximately how many pages you need to cover in a month in order to keep on schedule. Don't worry if some months you get behind or others ahead. The idea is to pace yourself, so that by the final month of the school year you are on-task for completing the program. You should not go too fast, nor too slow; pace yourself according to the schedule you'll complete on the Yearly Planning form.

2. Don't worry if you are a little behind or ahead, it is much better to teach the material well, than to rush. The idea for this form is to support you in your planning so that we can maintain our students at grade level in their studies.

3. You can complete the theme, unit, or chapter having covered every single activity recommended. The idea is that your students will have been introduced to the major topics and themes in the program. The text is just a guide. YOU are the key to student success. Use ideas from outside the books, and support material. Use critical-thinking questions to challenge and inspire your students.

**Weekly or Short Range Planning**

Following are two planning formats. Either one is helpful for YOU to know where you're going in your class. You are a professional, and you do realize that planning is necessary to make meaningful use of time in the classroom.

Administrators will want to check what you are actually doing, plans won't tell them everything. What counts is what you ACTUALLY do! Some people write plans poorly, but follow them and teach well, inspiring their students. Other may write perfect plans, exactly as the supervisor requires, but they are mediocre teachers; they don't follow their plans, and do not stimulate their students to learn.

If I want to know what a teacher is doing, I go in the class and talk to the students. Then I can find out all I need to know. I also use a form for students to complete anonymously (5th grade and above), assessing their teachers.

Either of the two forms below will provide a guide on where you are going and what you are doing. Even though they are "WEEKLY PLANS", you should plan 2 or 3 weeks at a time to assure continuity.

What you might not finish one week, you can continue to the next week. Any items not checked in the "DONE" column, is what you'll begin with the next week.

WEEKLY LESSON PLAN FORM

TEACHER: \_\_\_\_\_ CLASS: \_\_\_\_\_ SCHOOL YEAR: 20\_\_ - 20\_\_

BOOK or MODULE TITLE: \_\_\_\_\_

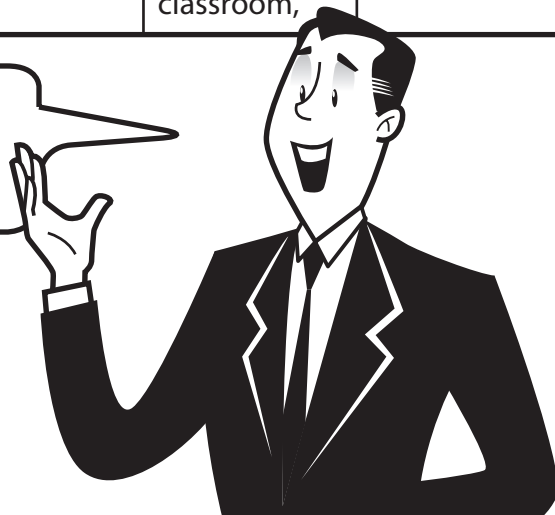
UNIT \_\_\_\_\_ PAGES \_\_\_\_\_ TO \_\_\_\_\_

LESSON TOPICS / OBJECTIVES/PRODUCT: \_\_\_\_\_



Date	Done	Class Goals	Teacher	Materials	Evidence of learning
	Check when completed.	Tell what students will be able to do. Use observable verbs.	What will the teacher do? Use observable verbs.	List page number, crayons, etc.	(The product) Oral presentation, written work, creative.
Week of:	X	SWBAT (Students Will Be Able To)	TW (Teacher Will)	Materials	Product
Oct. 3-7	X	1. Illustrate or explain vocabulary words.	1. Introduce and explain vocabulary.	1. Ten vocabulary words from story: school, teacher, text, desk, principal, recess, bathroom, computer, auditorium, classroom,	Test: 85%

**CONTINUE WITH THE REST OF THE WEEK'S WORK TO BE COMPLETED**



## A HANDBOOK OF GREAT TEACHING

Next is another plan format, in blank, followed by a completed sample. Choose whichever of the two you prefer. Just remember,  
**PLANNING IS ESSENTIAL AS THE BASE OF GREAT TEACHING!**

Subjects _____		Week of: _____	
Check when done.	Content/Material	Process TW (Teacher Will)	Product SWABT* Competencies
	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

\*(Students Will Be Able To)

Subjects _____		Week of: _____	
Check when done.	Content/Material	Process TW (Teacher Will)	Product SWABT* Competencies
	<ol style="list-style-type: none"> <li>1.Science: cells pages 48-55</li> <li>2. Story: P.32-40</li> <li>3. Spelling: List words here. cell, DNA, Mendel, mitosis, chromosome, nucleus, genetics, heredity, meiosis, reproduction</li> </ol>	<ol style="list-style-type: none"> <li>1. Guide reading.</li> <li>2. Show cells slide</li> <li>3. Explain words and definitions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare poster of plant and animal cells.</li> <li>2, Draw timeline of story.</li> <li>3. Mastery of spelling test</li> </ol>

\*(Students Will Be Able To)

### Essential

Once you have your weekly plans completed, it's very important to have your daily activities on the board (in a brief format). Students NEED to know what they are going to do each day. This technique makes learning more meaningful, and even helps with classroom discipline!

It's simple to do: Just put the date on the board, and list the major things to be covered that day. Also have a "Fact of the Week" on the board each week, to challenge your students. It's an optional activity for the students. They can find answers on Internet, asking someone, or maybe they already know the answer. Once someone tells you the correct answer, write it on the board for other students to see for the rest of the week. In the ANNEX of this book there are 300 sample trivia questions with answers.

Here's a sample of what to write as a daily notice to your students.

February 20, 2015

Today's Work

FOCUS: GEOGRAPHY (in English)

THE BIG QUESTION: What's the connection between the rain forests and Earth's atmosphere?

VOCABULARY

CLIMATE CHANGES

THINK, PAIR, SHARE: Teams: RAINFORESTS

CAUSE and EFFECT CHART: Climate Changes

CLOSURE: What did we discuss in class today?

Fact of the week

What animal is on the verge of extinction because its main food (bamboo leaves and stalks,) is being cut down by humans?

Now, let's work with rubrics as a way to guide your goals by advising students ahead of time what you'll be assessing.

What do you know about RUBRICS?

Make it a goal for this year to add rubrics to your list of tools to help assess students' work. A rubric is NOT used when there are only "right" or "wrong" answers. A rubric should be used when you have several concepts to evaluate, for example a poster or creative project the students have completed. It is a fairer way to evaluate projects and helps students improve because they know what the teacher wants before they begin the project.

We now will look at what a rubric is, and we will supply you with a sample. There are many more in the Internet...just look up "rubrics".

Following is a sample rubric for a creative project. This one could be used from 4th grade through to high school level, but simpler ones can be used with younger children; simply change the wording on the descriptors.

A rubric is an assessment tool used to measure students' work. It is a scoring guide that evaluates a student's performance based on the sum of a full range of criteria rather than a single numerical score.

A rubric is a working guide for students and teachers, usually handed out BEFORE the assignment begins in order to get students to think about the criteria on which their work will be judged. Rubrics can be created for any content area including English, math, science, history, writing, foreign languages, drama, art, music, etc.

The rubric is an assessment tool designed to simulate real life activity where students are engaged in solving real-life problems. It is a formative type of assessment because it becomes an ongoing part of the whole teaching and learning process.

Students themselves are involved in the assessment process through both peer and self-assessment. As students become familiar with rubrics, they can assist in the rubric design process. This involvement empowers the students and as a result, their learning becomes more focused and self-directed. Authentic assessment, therefore, blurs the lines between teaching, learning, and assessment (Pickett).

### **HOW TO USE AND SCORE WITH A RUBRIC:**

Following is a sample rubric for a creative project. This could be used from 4th grade through high school level. Simpler ones can be used with younger children.

The simplest rubric could be a checklist type with only 3 qualifiers and 3 points (1,2,3).

Remember, rubrics are used when you are checking for multiple objectives, such as creativity, content, neatness, and evidence of research. Posters, Power Point presentations by the students, a "project", oral presentations are examples of when a rubric helps you to most fairly assess students' work. An exam or quiz, with only right or wrong answers, is scored traditionally, with a grade. A rubric is not suitable,

Make sure that students see what expectations you have for them. Ideally, they should each have a copy; but, minimally, have one posted on the wall so they can check it for reference. It helps to build better student motivation.

Keep it simple. Adjust the qualifiers for the type of work you are giving. A "4" (or whatever number you choose as your highest) needs to be attainable by all students if they want to work well. It should not be something super-difficult to attain.

On the rubric which follows, there are points 1 to 5, and there are 4 qualifiers. If a student received all 5's on the rubric, multiplied by the number of qualifiers (4), he/she would receive a 20.

It's easy to use a highlighter to inform the students of points received, just by checking the appropriate qualifier.

For the following rubric, you can arrange a scale for the points on the rubric to a percentage basis.



**RUBRIC FOR A CREATIVE PROJECT**

**SCORING:**

20 points	=	100 %	EXCEEDING EXPECTATIONS!
18	=	95%	EXCELLENT!
16	=	90 %	VERY GOOD!
14	=	85%	GOOD
12	=	80%	MEETING EXPECTATIONS
10	=	75%	MINIMUM
8 or below	=	60 -70%	BELOW EXPECTATIONS: NOT ACCEPTABLE (Re-do the project)*

\*Your improved project must be re-submitted on the 3rd class day after you receive notice to re-submit it. TEACHER'S DISCRETION FOR SCORING POINTS ON RESUBMITTED PROJECTS IS FINAL.

There is NO option to fail.

Students can help each other...but there is to be NO adult help!!!!

Student's name: \_\_\_\_\_ Class: \_\_\_\_\_

Project Title: \_\_\_\_\_

SCORE: \_\_\_\_\_

Resubmit project? \_\_\_\_\_ yes \_\_\_\_\_ not necessary

Sometimes you may want to use a different way to evaluate or score your students' oral work. Here is a list of several ways: points, words, or percentages. Feel free to use them as you want.

## RUBRIC FOR A CREATIVE PROJECT

Criteria	Quality _____		
	5	3	1
Creativity/ Originality	The project exhibits 4 to 6 forms of expression (art, music, writing, pictures, etc.), all of which show a great deal of thought and planning in the creative or unusual way that the project is presented.	The project exhibits 2 or 3 forms of expression (art, music, writing, pictures, etc.), which show some planning in the area of creativity for the project's concept.	The project uses only 1 method to present the information. The work is mundane. There is no strong spark of creativity evidenced.
Content Completeness	The student included most of the guidelines in the project description, plus, he/she added more ideas so that the project is thoroughly complete.	The project is good, but several important guidelines provided were ignored, yet the student did not replace them with other ideas.	The project was not complete. Many important items were missing and project appeared incomplete.
Depth of Knowledge Exhibited	The level of vocabulary and content material appear to be at a maturity level equivalent to high school, with evidence of research exhibited in the final product.	The student understands and expresses work at a high level, and at a depth that good students, serious about their work, often will exhibit. Research is evidenced in the project. Vocabulary used is at grade level.	Very little evidence of research. The vocabulary level exhibited is below grade level of the student.
Attention to Detail	Neatness and effort are clearly evident, with attention to details. Drawings, exhibits, written work, models, etc. are first-class!	The work is neat with very few errors in the written or model material. A few details are overlooked (such as forgetting to paint one side of a model).	Project seems rushed with little attention to details. It seems to be of first draft quality rather than a finished product.

Here's a rubric to use when you have students work on a collaborative activity or project, to let them know what you expect.

Category	Master= 4 points	Apprentice= 3 points	Novice= 2 points	Undeveloped=1 point
<b>Collaboration and Teamwork</b>	The group worked well together with all members contributing significant amounts of quality work. All group members participated in discussion and actively listened to others.	The group generally worked well together with all members contributing some quality work. All group members participated in discussion and actively listened to others.	The group worked fairly well together with all members contributing some work. Most group members participated in discussion and actively listened to others.	The mural appeared to be the work of only 1-2 students in the group AND/OR there was little discussion, working together or active listening.
<b>Design details</b>	The design captures the "flavor" of the book or topic by including several details that accurately reflect the period, culture or theme.	The design somewhat captures the "flavor" of the book or topic by including a few details that reflect the period, culture or theme.	The design is based on the logical principles of design, but has little "flavor".	Historical and cultural details are missing from the design.
<b>Balance and use of space</b>	Use of positive and negative space creates a feeling appropriate to the theme. Objects are placed for best effect. Overall, it just feels right.	Use of positive space is good and the painting is relatively balanced, but negative space could be utilized better to create a more cohesive feel.	The mural seems to have a little too much background or seems a little too busy. Balance has not been achieved.	The mural seems unfinished (too much empty space) or there is not enough balance between foreground and background causing it to seem much too busy and unfocused.
<b>Craftsmanship</b>	The team's portion of the mural has been crafted with great care. The lines are sharp, colors clear, cutting crisp, and text aligned. No smudges, drips, tears or erasures are seen.	The team's portion of the mural has been crafted with some care. Most lines are sharp, colors clear, cutting crisp, and text aligned. Smudges, drips, tears or erasures are few and do not detract.	The team's portion of the mural has been completed, but it appears a little messy. Smudges, drips, tears or erasures detract from the overall appearance.	The team's portion of the mural looks hastily thrown together or like it was wadded up in a desk. The mural seems quite messy.
<b>Text and titles</b>	Titles and text were written clearly and were easy to read from a distance. Text varied in color, size and/or style for different text elements.	Titles and text were written clearly and were easy to read close-up. Text varied in color, size and/or style for different text elements.	Titles and text were written clearly and were easy to read close-up. There was little variation in the appearance of text.	Titles and/or text are hard to read, even when the reader is close.
<b>Characterization and Personification</b>	Several of the costumes used reflect an exceptional degree of student personification.	One or two of the objects reflect student exceptional degree of personification.	One or two details were made or customized by the student, but the ideas were adequate rather than creative.	The student did not wear or portray any outfit or costume.

**Scoring guide for an illustration, poster, or a project**

Scoring	1	2	3
<b>Theme or concept</b>	Drawing or illustration does not accurately represent the concept.	Accurately conveys theme but one or two elements are not well done.	Concept or theme is perfectly represented.
<b>Appropriate and accurate details</b>	Does not contain appropriate or accurate details (less than 2).	Most details are accurate and appropriate ( 3 ).	Details reinforce the theme and are interesting and eye catching (more than 4).
<b>Text or caption</b>	Text or caption is missing.	Text and caption accompanies the illustration or project.	Texts or captions are creative and interesting.
<b>Visual impact</b>	Drawing or illustration is not visually pleasing and proportions are incorrect.	Presentation is visually pleasing.	Artistic composition is excellent, drawing is to scale, and use of space.
<b>Neat and presentable</b>	No physical organization, no neatness.	Colors are pleasing and product is neat and attractive.	Illustration is artistic, colorful and neat.

3 = Excellent /  
Exceeding expectations (95-100)

1= Should be much better  
Minimum effort exhibited (below 74)

2 = Average /  
Meeting expectations (80-84)

**Comments about the presentation:**

Student \_\_\_\_\_

Topic of speech \_\_\_\_\_

Overall score: \_\_\_\_\_

### A sample rubric to assess oral presentation and listening

Category	4	3	2	1
<b>Speaks clearly</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces more than one word.	Often mumbles or cannot be understood OR mispronounces many words.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Posture and eye contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
<b>Listens to other presentations</b>	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.

In this rubric, a score of ONE is the lowest and FOUR is the highest. Students should have access to the rubric before they have a speaking assessment so that they will be able to set their goals.

20 = highest score      11 - 15 = Meeting expectations      16 - 20 = Exceeding expectations  
 5 = Lowest score      5 - 10 = Below expectations

## Teacher Self Check Matrix

Program/Course: \_\_\_\_\_

Month: \_\_\_\_\_

Topics/Themes: \_\_\_\_\_

**Did I use these?** Circle or highlight techniques you used in order to monitor the variety of teaching activities.

COMPETENCIES International General Competencies	GARDNER Multiple Intelligences	BLOOM Cognitive: Critical Thinking	GOLEMAN Emotional Intelligence	BUZAN Use of mind map or other Graphic organizer
1. Linguistic 2. Mathematical 3. Knowledge of the natural worlds 4. Managing Information 5. Social responsibility 6. Art and culture 7. Learning how to learn 8. Personal initiative 9. Moral and emotional	1. Linguistic 2. Logical/Mathematical 3. Visual/Spatial 4. Musical 5. Kinesthetic 6. Interpersonal 7. Intrapersonal 8. Naturalistic	1. Know 2. Comprehend 3. Apply 4. Analyze 5. Asses or evaluate 6. Create	1. Self-awareness 2. Mood management 3. Self motivation 4. Empathy 5. Managing relationships  BUILD STUDENTS' a. Confidence b. Self-control c. Relatedness (cause / effect) development e. Capacity to communicate	YES NO

If you want to check yourself, to ascertain that you are using a variety of techniques as explained in this book, following is a list of items to include in your teaching. Use a highlighter to mark the techniques you have used during the past month, or use the form to help you plan which techniques you'll incorporate in your lessons during the next 4 weeks, to include in your planning. Your goal should be that you use every technique listed under each category title at least once in a month.

Now you have some guidance on "REACHING YOUR GOALS". In this chapter you have information on planning and various rubrics. They should be helpful in reaching the goal of being an excellent teacher.

At the beginning of this chapter the words "back-mapping" and "backward by design" were mentioned. To reach your goals you need to plan your tests BEFORE you start a new unit, or a new theme, or a new topic. This technique has been called "back-mapping", "backward by design", or "Setting performance objectives". By any name, it makes sense.

Write your test FIRST, then you'll be teaching those topics and expecting those results. Otherwise, if you wait until the end of a unit, you may invent questions that were not imperative to understanding the lesson, or you may include an item that was most recently discussed, forgetting

to include something discussed two weeks earlier. Another error could be that you test on minute, picky, details, requiring memorization, instead of overall, global ideas or concepts taught in the lessons. So remember to write the exam before you start each new chapter, unit, or topic.

Another thing to remember is to avoid, as much as possible, tests that requires “guessing” or “luck”. These include True/False questions, Multiple Choice items, and Matching tests. These three kinds of tests do not, and cannot, measure accurately what a student REALLY knows. A student who knows very little can pass these tests with a bit of Las Vegas luck! Unfortunately, a student who knows a great deal of the subject being tested may not pass exams of this kind because he/she can think of alternative answers that the teacher did not envision. Performance-based tests, such as an oral presentation, or a written essay to short-answer questions, are more reliable in showing what the student knows. They are more in harmony, also, with what we know about multiple intelligence.

Oral and written essays are more difficult and time-consuming to correct, it is true. The answer is to use rubrics, and give fewer long tests. A quick quiz with five questions can be sufficient to check a student’s progress on the material.



## 5. IDEAS INTO ACTIONS:

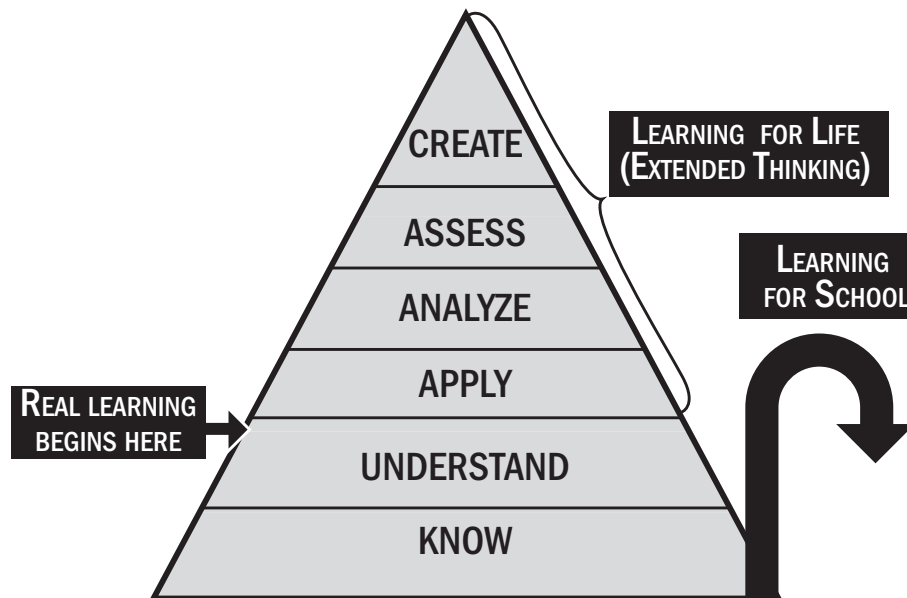
### Use of Verbs in Your Activities (Bloom is gone, but not forgotten!)

Simply by changing the verb in your instructions to your students, can raise or lower the critical thinking expectations. It's a much lower mental task to ask students to "List ten fruits/vegetables", than to ask them to "Create a week's healthy menu using ten fruits/vegetables."

Dr. Benjamin Bloom, in 1956, as Editor of "Effective School Research", designed a graphic showing six levels at which humans develop cognitively. The two lowest levels (know and comprehend) are basic to all learning, but depend, mainly, on memorization and rote practice, what Bloom called, "Learning for School".

Below: Updated chart of Bloom's Taxonomy of Cognitive Thought

### HIGHER ORDER THINKING SKILLS: Using Bloom's Taxonomy (Updated)



Explanation: From lowest level of cognitive thought to highest:

**KNOW:** Facts that are memorized, drilled, and remembered through practice.

Examples: reciting the alphabet, counting, a formula:  $A = H \times W$

**UNDERSTAND / COMPREHEND:** Understanding what was memorized....Counting to 10 is to know; it's memorization. Recognizing the number eight when 8 fingers are shown, is comprehension.

**APPLY:** Using the material learned (knowledge + comprehension) by solving problems, writing a sentence or paragraph, illustrating, etc.



**ANALYZE:** Taking something apart to analyze it: a story, a character, a math problem, a news event, separating things into categories, etc.

**EVALUATE / ASSESS:** Making a judgment: the best story read, the best character, the most complete paragraph, the most interesting movie, etc.

**CREATE / SYNTHESIZE:** Putting things together: combining words to make sentences or a paragraph; seeing patterns in things, creating something new from older things, etc.

To enhance your lessons, to challenge your students, to raise the critical thinking levels of your students, simply change the verbs in your lessons or instructions, and automatically your students' levels of performance will change in response to the verb you used.

Verbs at the level of "KNOW" will not elicit or need such a high level of cognition to perform as verbs on the list of "ANALYZE" or "CREATE".

TEACHERS:

Vary the verbs in lessons to challenge your students and to build critical thinking experiences.

You can put your ideas into actions, teachers, by thinking of activities to support the academic

1. Know	2. Understand	3. Apply	4. Analyze	5. Assess	6. Create
list name identify show define recognize recall state point at...	summarize explain translate interpret describe compare paraphrase differentiate demonstrate visualize find more information about restate	solve illustrate calculate use interpret relate manipulate apply classify modify put into practice	analyze organize deduce choose contrast compare distinguish	choose/why? estimate judge defend criticize justify prove debate evaluate	design hypothesize support schematize write report discuss plan devise create

content you're teaching. Then, use verbs at various levels of the taxonomy. Over time, use all six levels so that your students are exposed to different levels of cognitive thought. This will enhance and develop their critical thinking ability.

Here, below, are some sample question stems and activities for each of the six levels of Bloom's Taxonomy.

### KNOW:

Facts that are memorized, drilled, and remembered because much practice.

*Examples: reciting the alphabet, counting, a formula:  $A = H \times W$*

### SAMPLE QUESTION STEMS

- What happened after.....?
- How many.....?
- Who was it that....?
- Can you name the ...?
- Describe what happened at...
- Who spoke to...?
- Can you tell me why..?
- Find the meaning of...?
- What is ...? Which is true or false...?

### POTENTIAL ACTIVITIES

- List the story's main events.
- Make a timeline of events.
- Make a facts chart.
- List any pieces of information you can remember.
- Recite a poem.
- List all the animals in the story.
- Make a chart showing...
- Make an acrostic.

### UNDERSTAND / COMPREHEND:

Understanding what was memorized....Counting to 10 is to know, memorization.

Recognizing the number eight when 8 fingers are shown, is comprehension.

### SAMPLE QUESTION STEMS

- Can you write in your own words...?
- Write a brief outline...
- What do you think could have happened next...?
- Who do you think...?
- What was the main idea?
- Who was the main character?
- Can you distinguish between...?

What differences exist between...?  
Can you provide an example of what you mean by...?  
Can you provide a definition for...?

### POTENTIAL ACTIVITIES

Cut out or draw pictures to show a particular event.  
Illustrate the main idea.  
Make a cartoon strip showing the sequence of events.  
Write and perform a play based on the story.  
Make a coloring book.  
Retell the story in your own words.  
Paint a picture of some aspect of the story you like.  
Write a summary of the events.  
Prepare a flow chart to illustrate the sequence of events.

### APPLY:

Using the material learned (knowledge + comprehension) by solving problems, writing a sentence or paragraph, illustrating, etc.

### SAMPLE QUESTION STEMS

Do you know another instance where...?  
Could this have happened in...?  
Can you group by characteristics such as...?  
What factors would you change if...?  
From the information given, develop a set of instructions about?  
Would this information be useful if you had a....?

### POTENTIAL ACTIVITIES

Construct a model to demonstrate how it will work.  
Make a diorama to illustrate an important event.  
Compose a book about...  
Make a scrapbook about the areas of study.  
Make a paper-mache map showing information about an event.  
Make a puzzle game using ideas from the study area.  
Make a clay model of...  
Paint a mural.  
Design a market strategy for your product.  
Design an ethnic costume.

**ANALYZE:**

Taking something apart to analyze it: a story, a character, a math problem, a news event, separating things into categories, etc.

**SAMPLE QUESTION STEMS**

- Which event could not have happened if...?
- If...happened, what might the ending have been?
- How was this similar to...?
- What do you see as other possible outcomes?
- Why did .... changes occur?
- Can you compare your...with that presented in...?
- What must have happened when...?
- How is .....similar to....?
- What are some of the problems of...?
- Can you distinguish between...?
- What was the turning point in the story?
- What was the problem with....?
- What were some of the motives behind....?

**POTENTIAL ACTIVITIES**

- Design a questionnaire to gather information.
- Make a flow chart to show critical stages.
- Write a commercial for a new/familiar product.
- Review a work of art in terms of form, color, and texture.
- Construct a graph to illustrate selected information.
- Construct a jigsaw puzzle.
- Analyze a family tree showing relationships.
- Write a biography about a person being studied.
- Arrange a party and record/list the steps you took.

**EVALUATE / ASSESS:**

Making a judgment: the best story read, the best character, the most complete paragraph, the most interesting movie, etc.

**SAMPLE QUESTION STEMS**

- Is there a better solution to...?
- Judge the value of...
- Defend your position about...
- Do you think...is a good or bad thing? Explain.
- How would you have handled...?
- What changes to...would you recommend? Why?
- Do you believe...?

Are you a ....person? Why?  
How would you feel if...  
How effective are...?  
What do you think about...?

**POTENTIAL ACTIVITIES**

Prepare a list of criteria to judge a ...show. Indicate priority and ratings.  
Conduct a debate about an area of special interest.  
Make a booklet about 5 rules you value.  
Form a panel to discuss a topic. State criteria.  
Write a letter to...advising changes needed.  
Prepare arguments to present your view about....

**CREATE / SYNTHESIZE:**

Putting things together: combining words to make sentences or paragraphs; seeing patterns in things, creating something new from older things, etc.

**SAMPLE QUESTION STEMS**

Can you design a ....to....?  
What is the possible solution to...?  
What would happen if...?  
If you had access to all resources, how would you deal with..."  
How would you devise your own way to....?  
How many ways can you...?  
Can you create new and unusual uses for ...?  
Can you develop a proposal that would...?  
How would you compose a song about...?  
Can you write a new recipe for a tasty dish?

**POTENTIAL ACTIVITIES**

Invent a machine to do a specific task.  
Design a building.  
Create a new product. Give it a name and plan a marketing campaign.  
Write about your feelings in relation to....  
Write a TV show, play puppet show, role play, song, or pantomime about...  
Design a record, book, or magazine cover for ...  
Devise a way to...  
Create a language code.  
Sell an idea to a billionaire.  
Compose a rhythm or put new words to a known melody.

## 7. THE TEACHER WILL (TTW) (Do what?)

When writing effective and efficient plans, a key element is “TTW” , which is the abbreviation for: THE TEACHER WILL. The TTW phase of planning must be based on observable verbs, keeping in mind Bloom’s Taxonomy, (Chapter 6), and the Teacher Self-Check format, (Chapter 5).

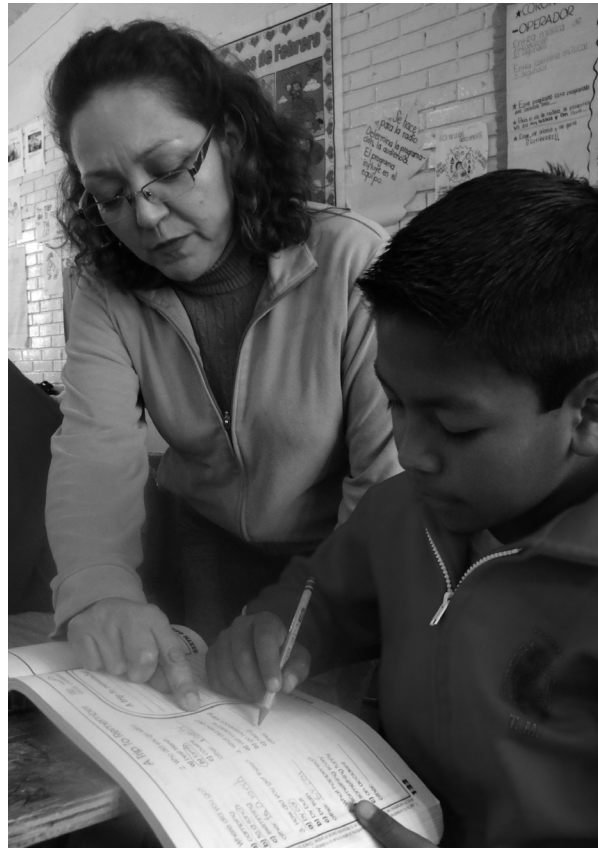
TTW is a simple technique to apply. When you plan your tests, and, plan your lessons to prepare students well in the topics to be taught, always describe what YOU will be doing to promote learning.

“Teacher will expect that students can complete three original paragraphs.” This is NOT a valid, useable, observable planning statement because we cannot get inside the teacher’s head to see what he/she really expects.

“Teacher will demonstrate, using pictures and orally, ten vocabulary words to include in the students’ writing project.” This IS a valid, useable planning strategy because it is observable.

Looking at the six levels of verb samples suggested in Bloom’s Taxonomy of Critical Thinking, you can vary the difficulty level and build the critical thinking of your students.

Below are eighteen samples, three from each of the six levels of Bloom’s Taxonomy.



### KNOW

TTW name the animals in the story.

TTW identify six verbs in the paragraph.

TTW list the words alphabetically.

### UNDERSTAND

TTW summarize the story.

TTW describe the characters in the story.

TTW compare the two ways of solving the problem.

### **APPLY**

TTW classify the words into “animals”, “minerals” or “plants”.

TTW use multiplication to solve the math problem.

TTW illustrate a map of the city.

### **ANALYZE**

TTW contrast the two historical leaders, Juarez and Lincoln.

TTW compare socialism, free enterprise, and communism.

TTW distinguish between the two authors, Lois Lowry and Deborah Ellis.

### **ASSESS/EVALUATE**

TTW judge who’s the best artist.

TTW prove that the answer to the math problem is correct.

TTW debate the economic value of slavery.

### **CREATE**

TTW design a new project for the students.

TTW write his autobiography for an education magazine.

TTW devise a new way of forming teams in her class.

As you can see, all of these actions are using observable, active verbs. Verbs such as think, understand, know, believe, enjoy, or comprehend, are not action verbs that others can see and measure. They occur inside your brain.

When you write your plans, teachers, make sure you can see yourself doing the action described in your plans. It will make your teaching much easier because you’ll know what you are supposed to do with your students.

In the next chapter, you’ll see that the same observable verbs need to be used with students’ learning. They need to exhibit their learning. Obviously, we can’t get into the students’ brains, so we’ll have to SEE if they are acquiring the learning expectations we have for them, as outlined in our tests (back-mapping), and in our plans for the lessons.

## 8. STUDENT WILL BE ABLE TO... (SWBAT) (To do what?)

This phase of planning is based on observable actions to be exhibited by the Student. “SWBAT” means that the student will be able to perform whatever skill is being taught.

We cannot teach “appreciation of art and music” because HOW can we really know what the student appreciates? “SWBAT understand the multiplication process.” is NOT an acceptable task for a lesson plan because it’s impossible to observe if a student “understands” something or not.

Acceptable would be:

“SWBAT solve correctly word problems using multiplication with digits up to five.”

This is an OBSERVABLE action based on student performance.

The same way in the previous chapter we scrolled through the six cognitive levels of Bloom’s Taxonomy, we can do the same for students. Write your plans telling what the student will be able to do as a result of your lesson.

Below are examples as we presented for the teachers’ actions. Looking at the six levels of verb samples suggested in Bloom’s Taxonomy of Critical Thinking, you can vary the difficulty level and build the critical thinking of your students.

Below are eighteen samples, three from each of the six levels of the taxonomy.

### KNOW

SWBAT name the animals in the story.

SWBAT identify six verbs in the paragraph.

SWBAT list the words alphabetically.

### UNDERSTAND

SWBAT summarize the story.

SWBAT describe the main characters in the story.

SWBAT compare two ways of solving the problem.





### **APPLY**

SWBAT classify the words into “animals”, “minerals” or “plants”.

SWBAT use multiplication to solve the math problem.

SWBAT illustrate a map of the city.

### **ANALYZE**

SWBAT compare two historical leaders, Gen. Franco (Spain) & Benito Juarez (Mexico).

SWBAT contrast free enterprise with communism.

SWBAT distinguish between the two authors, Lois Lowry and Deborah Ellis.

### **ASSESS/EVALUATE**

SWBAT judge which is the best script and give reasons for the choice.

SWBAT prove that the answer to the math problem is correct.

SWBAT debate the pros and cons of child labor.

### **CREATE**

SWBAT design a palace based on the Taj Mahal.

SWBAT write his/her autobiography.

SWBAT devise a new board game, based on Monopoly, Clue, or Chess.

As you can see, all of these actions are using observable, active verbs. Verbs such as think, understand, know, believe, enjoy, appreciate, or comprehend, are not action verbs that others can see and measure. They occur inside your students’ brains.

Passing a test that uses multiple-choice or true-false to check the students’ knowledge has little educational value. Observing if your students can actually DO something (written, oral, or by actions) will tell you if they learned.

SWBAT means Student Will Be Able To.....Take that phrase seriously, teachers, because by basing your expectations, tests, assessments, and reports on students’ progress that you can observe, then you’ll really know what your students learned.

The actions and activities you choose can support students’ academic , emotional, and social growth.

In the next chapter we’ll look at “Academic Emphasis” so you can see what topics and activities to use for the promotion of academic excellence.

## 9. ACADEMIC EMPHASIS: The Big “R” = Results

What are CLIL, MI, EQ, PISA, critical thinking, graphic organizers?

What are we looking for? What RESULTS do we want?

First, teachers, remember to check your self-assessment form, to make sure you are using the techniques shown in the chart. During your planning, you can double-check that you are including these important elements to great teaching.

We are looking for the “Big “R”, Results! ...students that are learning, enjoying the learning, and expanding their knowledge base via independent investigations, cooperative activities, and critical thinking.

Check the chart regularly as you plan, highlighting or circling the techniques included in each weekly plan. During each month, all of these areas should have been within your scope of activities.

Critical Thinking Skills	Gardner MI	Bloom Cognitive	Goleman EI	Buzan or any graphic organizer
1. Recognizing and recalling 2. Distinguishing and visualizing 3. Following directions and classifying 4. Sequencing and predicting 5. Inferring and drawing conclusions 6. Evaluating 7. Analyzing 8. Synthesizing	1. Verbal/Linguistic 2. Logical/Mathematical 3. Visual/Spatial 4. Musical/Rhythmic 5. Bodily/Kinesthetic 6. Interpersonal 7. Intrapersonal 8. Naturalistic	1. Know 2. Comprehend 3. Apply 4. Analyze 5. Evaluate 6. Create	1. Self-awareness 2. Mood management 3. Self-motivation 4. Empathy 5. Managing relationships Abilities to promote EI: a. Confidence b. Self-control c. Relatedness d. Ability to cooperate e. Capacity to communicate	

### CLIL

CLIL is “Content and Language Integrated Learning”, which from previous readings, you should know well. More than knowing what CLIL is, you need to put it into action in your classes. Basically, that means three things:

(1) Always speak English, 100% of the time, even to explain details. Students need to NEED English in order to really learn it well. They will exhibit fluency when they become used to communicating in English.

(2) Teach subjects in English: some math, geography, music, arts, history, sciences....CLIL philosophy, and Krashen's "Natural Approach", both advocate the use of "comprehensible input", meaning that when something makes sense to us, we learn it better. Students learn English much better (and painlessly) by studying subject material in English, instead of doing boring, meaningless grammar exercises and memorizing rules.

(3) Mistakes are O.K. We learn through our mistakes. Casually checking errors, repairing them, and using guided practice as a major teaching tool will help our students to eliminate fear and pressures of performing in a second language. Gradually, they will correct their own errors, and improve, leading them to the fluency we want as a result.

### **M.I. - Multiple Intelligences**

You also know a lot about multiple intelligences from previous readings; but if you are new to the English Program, we'll provide you with a review, as its implementation in your classroom will help you to reach more students' needs and learning preferences.

#### ***Gardner's Theory of Multiple Intelligences***

Teachers have been hearing much about Multiple Intelligences, not because it's new, because it's not, but because they are discovering that the theory offers a clear explanation of the many ways in which we learn. Some educational experts are using the term "Learner Preferences" instead of "Multiple Intelligences" so that the eight intelligences can be implemented in the classroom, supporting the view that various students learn in multiple ways.

In 1983, Dr. Howard Gardner, published *Frames of Mind: The Theory of Multiple Intelligences*. It was a book originally written for psychologists. Classroom teachers, however, were the ones who embraced the theory, recognizing that it gave a logical explanation of why some students did well in school and others, with similar I.Q. (intelligence quotient), did not.

Gardner's theory challenged the traditional psychological view of intelligence as a single capacity that is evidenced by verbal ability, and logical and mathematical thought. Instead, Gardner proposed that all individuals possess eight independent intelligences. These, in combination, enable people to solve problems or fashion products with varying levels of skill. Gardner's simplified definition of intelligence is "the ability to solve problems".

#### **The eight "intelligences" presented by Dr. Gardner are:**

1. Verbal - Linguistic
2. Logical - Mathematical (1 and 2 are the styles of thinking measured most often on psychological "I.Q." tests.)
3. Musical - Rhythmic
4. Visual - Spatial
5. Bodily - Kinesthetic (including gross and fine motor skills)
6. Interpersonal (an area of strength for teachers, social workers, and politicians)
7. Intrapersonal (self-understanding)
8. Naturalistic ( the final one to be discovered by Gardner, after he had already published data

about the first seven.)

Gardner identified these intelligences using biological and psychological studies , including:

- Synthesizing findings from disparate sources, such as research at Project Zero ( in Harvard College, Cambridge, Massachusetts, USA).
- Studying the development of various cognitive skills in normal children.
- Studying of the breakdown of cognitive abilities in stroke patients and other brain-damaged individuals.
- Working with prodigies, idiot savants, autistic children, and other special populations.
- Reviewing of the literature on psychological testing and the relationship between test scores and performance on different tasks.

Findings over the years, suggest that using activities to support the various Multiple Intelligences helps schools in various ways:

1. It offers a vocabulary for teachers to use in discussing children’s strengths and in developing curriculum.
2. It validates the practices of teachers whose work is already synchronized with MI theory.
3. It encourages teachers to use a wide variety of activities, in music, art, critical thinking, kinesthetic, logic puzzles, brain teasers, cooperative learning activities.
4. It promotes or justifies education in diverse forms.
5. It encourages teachers to work in teams, complementing their own strengths with those of their colleagues.
6. It encourages schools to devise rich educational experiences for children from diverse backgrounds.
7. It allows children to see that they may have abilities and skills that are diverse, and that their strengths can be developed.
8. Parents will be able to recognize strengths in their children that may not have been noticed before if they had been concentrating on only traditional “intelligences”.
9. Gardner sees that one intelligence can strengthen another, so, for example, a student weak in reading may enhance skills by using music, lyrics, or a sports rules book in order to grow in reading skills.
10. Using MI activities keeps the students more involved and interested in academic work.

Let’s now look at the eight intelligences in more detail.

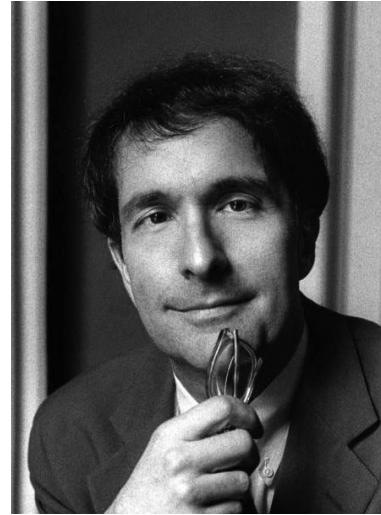


### **MULTIPLE INTELLIGENCES** (Dr. Howard Gardner)

- Which ones are your strengths, teachers?
- How can you best meet students' needs and learning styles?
- HOW?
- By using a variety of intelligences, so that each month, you present activities for students to utilize, at least once, EVERY intelligence listed. In this way, you can meet all learners' needs and interests, over time.

### **Types of intelligences that Gardner has discovered:**

- Verbal - Linguistic intelligence
- Logical - Mathematical intelligence
- Visual-Spatial intelligence
- Bodily - Kinesthetic intelligence
- Musical - Rhythmic intelligence
- Interpersonal intelligence
- Intrapersonal intelligence
- Naturalistic intelligence



### **How should we use M.I.?**

- We tend to teach using the ways that we best learn, so be aware of that fact, and use different activities to reach all your students.
  - We can identify the intelligences of our learners and teach them how to develop different strategies.
  - Vary activities to include different intelligences each week.
- Identify which ones you use in your planner so you can be more conscious of them.

On the following pages, teachers, you will see:

Ideas for using Multiple Intelligences in your classroom. They can be adapted for students of all ages.

Once you have seen how the correlation is made between the work in the book and a multiple intelligence, you will be able to do the same as you continue in subsequent units. To assure that you are varying the activities to include ALL the MI's during the week, a simple way to keep track is by using your planner or text. For each day, make a notation, in a column, so it will stand out, of the MI used that day or that week.

Abbreviations may simplify this task.

<b>V</b>	(Verbal Linguistic)
<b>L</b>	(Logical Mathematical)
<b>S</b>	(Visual- Spatial)
<b>K</b>	(Bodily Kinesthetic),
<b>MR</b>	(Musical Rhythmic),
<b>Inter</b>	(Interpersonal),
<b>Intra</b>	(Intrapersonal),
<b>N</b>	(Naturalistic).

### IDEAS FOR ACTIVITIES THAT SUPPORT M.I.

Try some of the following activities, teachers, and you will help to develop your students not only in English, but in multiple ways!

You can help students to develop and strengthen these areas by providing activities which reinforce the following multiple intelligences. Most activities usually employ MORE than one intelligence, and that is why students learn more using activities than with only traditional reading or copying.

#### 1. VERBAL - LINGUISTIC INTELLIGENCE:

##### *Characteristics*

- Understands the teacher's explanations easily
- Gives great presentations
- Reads well, and enjoys reading English and/or other language
- Writes well, and enjoys writing English and/or other language
- Learns word definitions easily
- Develops an expansive vocabulary with little effort
- Exhibits excellent spelling skills, almost naturally

##### *Activities*

- Keep a journal or a diary.
- Write a poem.
- Make a word web.
- Read a book, a novel, a poem, or an essay, and explain its theme.
- Tell a story, a fable, or a tall tale.



## 2. LOGICAL-MATHEMATICAL INTELLIGENCE

### *Characteristics*

- Understands and uses grammar rules easily
- Information gap exercises are easy to complete.
- Good at doing word puzzles
- Sees patterns in words and numbers
- Good number sense, and can reason logical answers in mathematics
- Loves logic puzzles
- Remembers addresses and telephone numbers easily

### *Activities*

- Brainstorm ideas
- Decipher codes
- Discover or invent patterns
- Make a graph
- Solve logic puzzles
- Make predictions
- Use spreadsheet software



## 3. VISUAL - SPATIAL INTELLIGENCE

### *Characteristics*

- Likes to draw, design, and do arts and crafts
- Enjoys picture puzzles
- Enjoys word puzzles
- Can put things together very easily, without written instructions
- Can repair things, seeing clearly how they fit together
- Sees things as shapes
- Is good at geometry
- Has a “good eye” for decoration, architecture
- Uses charts, diagrams, and maps
- Uses pictures/drawings
- Learns a great deal from videos and movies
- Can figure out words from their shapes



### *Activities*

- Imagine or pretend, and then draw it
- Build or draw in 3-D

- Make puppets
- Practice drawing with perspective, shading, coloring
- Play with geometric shapes
- Enjoys greatly making or reading maps

#### 4. BODILY - KINESTHETIC INTELLIGENCE

##### *Characteristics*

- Pronunciation activities are easy for the student.
- Enjoys participating in theater and drama activities
- Loves to do hands-on projects
- Uses and can easily “read” body language, nonverbal communication
- Great at sports and physical activities
- Can dance and do rhythm activities with skill
- Clapping to keep beat with words

##### *Activities*

- Perform a play or a skit
- Act out a role
- Perform a dance
- Play sports
- Do science with experiments
- Put together a puzzle

#### 5. MUSICAL - RHYTHMIC INTELLIGENCE

##### *Characteristics*

- Pronunciation, intonation, rhythm, and stress of words
- Loves to sing songs
- Likes jazz chants
- Enjoys listening to music, can “feel” music
- Can work better with classical music playing softly
- Remembers words to songs and poems if they are keyed to music or a beat

##### *Activities*

- Use musical software





- Create a song, poem, or chant
- Learn an instrument to play
- Sing in a chorus
- Listen to music of different times and cultures
- Evaluate music that you like and don't like, and why
- When students are working on projects or a test, play classical music softly.

## 6. INTERPERSONAL INTELLIGENCE

### *Characteristics*

- Enjoys group and pair work
- Talking with other students is productive
- Editing classmates' writing and speaking
- Interviewing people
- Fluency activities
- Great with others as a leader or follower

### *Activities*

- Debate an issue
- Write a collaborative paper or report
- Mediate conflicts
- Plan an event
- Tutor a classmate
- Practice solving problems as a team
- Help others less fortunate, such as organizing and collecting food or clothing for the poor



## 7. INTRAPERSONAL INTELLIGENCE

### *Characteristics*

- Enjoys and prefers independent study
- Good at self-assessment, understands and works on self improvement
- Loves journal writing and self-expression in private, through writing
- Enjoys working alone on a computer
- Writes poems or an autobiography
- Keeps a diary to express ideas and feelings
- Thinks and feels deeply, has characteristics of emotional intelligence (Dr. Daniel Goldman)
- Understands himself/herself well
- Is independent, and exhibits maturity for his/her age.

### *Activities*

- Keep a "To Do" list
- Prioritize items

- Observe your own mood changes
- Read silently
- Keep a private diary of your thoughts and ideas
- Write your autobiography
- Make your family tree
- Write an ethical code, or rules of conduct
- Think about thinking (metacognitive)
- Weigh alternatives

### 8. NATURALISTIC INTELLIGENCE

#### *Characteristics*

- Loves to be outdoors more than anything
- Has a garden patch where he/she plants flowers, or edible herbs/plants
- Enjoys, to a high degree, planting, hiking, fishing, hunting
- Can survive in the wild with no need for supermarkets, television, electricity
- Is challenged by the idea of “survival” in the wild
- Is extremely interested in the natural sciences
- Wants to know about everything to do with nature: astronomy, biology, oceanography
- Appreciates the work of farmers, hunters, fishermen and wants to emulate them

#### *Activities*

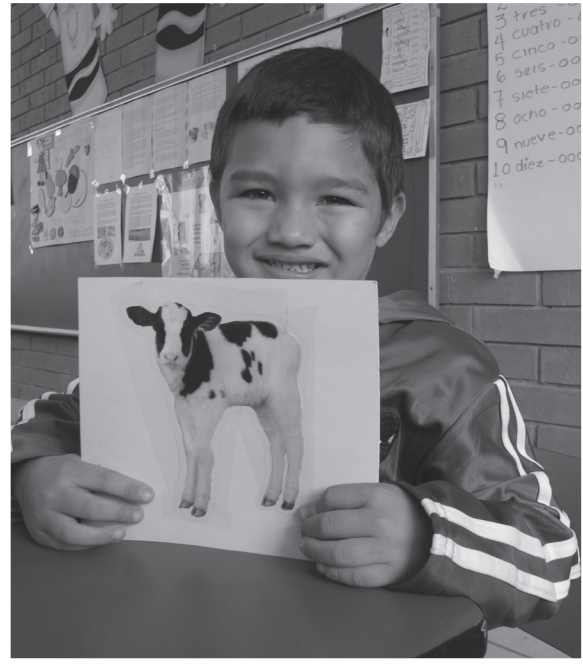
- Go to a zoo, farm, aquarium, or forest
- Observe planets, stars, comets, space, visit a planetarium
- Visit environmental parks, the ocean, rivers, or lakes
- Watch nature videos and discuss the themes presented
- Learn taxonomy system and names
- Plant flowers or a tree

By the way, many activities incorporate several MI's at the same time, which is why using activities helps to stimulate and support various multiple intelligences, so you interest and involve more students than if you only had read pages from the book.

#### EXAMPLE:

You are going to teach the class to sing “Head and Shoulders, Knees and Toes”.

1. Verbal Linguistic intelligence because they read the words to the song, and they expand their



vocabulary with words for body parts.

2. Musical because they are singing
3. Kinesthetic.....They are moving, relating to words for body parts.
4. Interpersonal.....They are working in a group.

One activity can provide practice for FOUR intelligences!  
It is easy to identify and use Multiple Intelligences in your classroom!

## EQ = Emotional Quotient

### *What is Emotional Intelligence?*

In a 1994 report on the state of EMOTIONAL LITERACY in the USA, author Daniel Goleman stated, "The price we pay is failed marriages, troubled families, mental anguish, and tragedies, such as killings."

### *Emotional Intelligence has five abilities:*

1. Self Awareness
2. Mood Management
3. Self-Motivation
4. Empathy
5. Managing Relationships

### *Emotional health is fundamental to effective learning.*

Key areas to develop to promote emotional intelligence:



We need to teach children about Emotional Intelligence the same way we teach them other subjects.

There are many activities and themes in your books to support the development of emotional intelligence among your students.

### **What is PISA?**

#### **PROGRAM FOR INTERNATIONAL STUDENT ASSESSMENT**

The key thing to know about this exam is that it requires critical thinking, conclusions, creativity, applications to known material, and analysis. It does not have questions which require memorization.

The PISA exam was first developed in Europe in 1996 to test academic themes in mathematics, science, and language arts in the students' native language. It is voluntary by country, for both private and public school students 15 years of age.

The reason it is mentioned here is because when we talk about "ACADEMIC EMPHASIS", we are looking at high level, critical thinking.

Mexico is, and has been, at the bottom of the list of 68 countries in the world in PISA exam results. Sadly, our teachers emphasize memorization, rules, note-taking from boring lectures, excessive homework, filling-in workbook pages, and copying from the book.

Despite SEP instructions for more than ten years to offer alternative activities for bimester grades, such as portfolios, cooperative activities, oral reports, and projects, teachers still insist on traditional, multiple-choice exams, based on memorization.

Why? Because they are easier to correct.

Astonishingly, some schools, apparently living in another century, punish students for "not putting enough effort" into bimester exams, so they give monthly exams instead, getting equally poor results. It does not occur to them that simply by changing HOW they test, they can get better results that truly reflect students' knowledge of the subject being tested.

Therefore, teachers, become part of the solution: Emphasize high level thinking. Use WHY questions. Tell students to "explain" topics. Do your part so our students in Mexico become better-prepared for international competition.

Our students are just as smart as those in Finland, Canada, South Korea, Ireland, Denmark, Hong Kong, and Singapore....PISA high scorers. The difference is that our students are not challenged to think, to analyze, or to create. Use the Taxonomy of Bloom, previously described, find games and puzzles, thought challenges, and prepare your lessons well, so you ask the kinds of questions and form the kinds of activities that will challenge your students to use critical thinking.

This is teaching for ACADEMIC EMPHASIS.

### **Graphic Organizers**

#### **What are graphic organizers?**

#### **How do they support critical thinking and learning?**

A graphic organizer is anything that portrays an idea in a graphic format, such as a chart, any kind of graph, pictures in a specific order. A Venn diagram is an example of a graphic organizer. The human brain remembers data from graphics better than from words, so they are powerful learning tools.

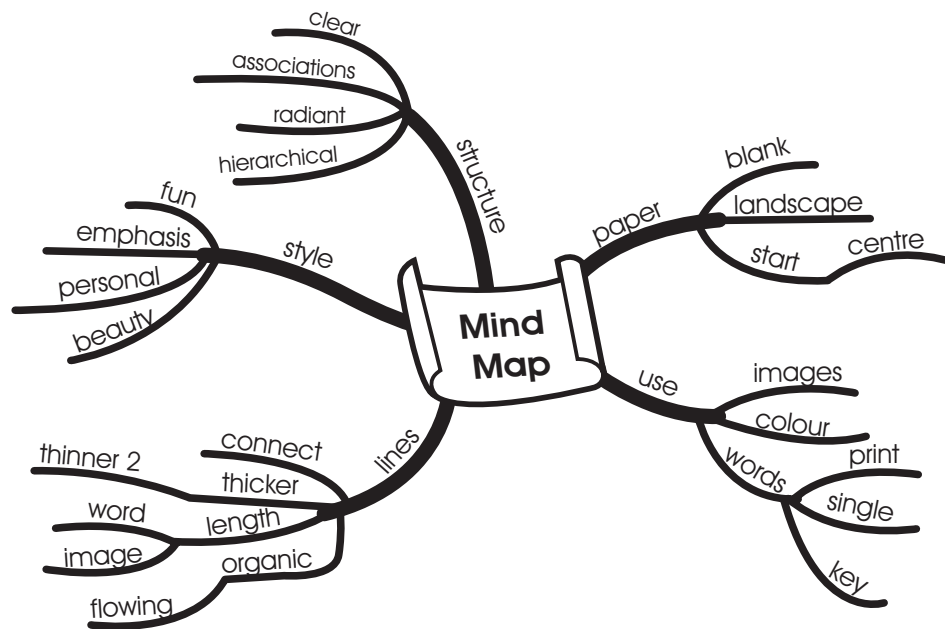
A Mind Map is a specific kind of graphic organizer. There are apps to help students develop mind maps, as they are quite useful in organizing and analyzing material presented in class.

**MIND MAPPING (Tony Buzan)**

An educational leader with his own methods and theories about learning is TONY BUZAN. While his ideas are not new, educators have used graphic organizers for generations, he has compiled them in a book about mind mapping which is being used world wide to help promote better teaching and learning. Tony Buzan has emphasized mind mapping, or use of graphic organizers as a method of better teaching.

The mind-mapping technique could also be called “graphic organizers”. Humans learn well from graphics, often better than with words, especially if the topic has several areas to be mastered.

When teachers use timelines, Venn diagrams, charts, graphs, etc. , the students’ learning and absorption of ideas and topics is much clearer and more complete. Buzan’s work shows a wide variety of ideas on how to use the “mind maps”, supported by research.



**Mind Mapping**

1. This is a fairly recent teaching technique based on brain research that proves that our thinking process is composed of several sensations at the same time. Sounds, music, word combinations, images, colors, and even smells, all work simultaneously to bring impressions to the brain. Perhaps because genetically we were programmed for images and symbols to be seen in our brains, (millions of years before the printed word had been invented), we still learn better and remember longer when we see images rather than only the printed word. Mind mapping closely resembles how we naturally think, so it is a whole-brain experience, using both the right and left brains, combining affective (feeling) and cognitive( knowing) learning.

2. Mind mapping allows our students to see the entire concept graphically. Sometimes, in fact, mind maps are called graphic organizers. Whereas 25 years ago, graphic organizers consisted of simple Venn diagrams, where two circles overlapped showing in the overlapped area the things in common that two items had, today graphic organizers come in all shapes and sizes. The basic idea is that the students get to see the whole idea of a topic in a diagram.

The old-fashioned sentence diagrams, a common grammar task of 50 years ago, seldom used today, is an example of a mind map that showed the students graphically the parts of speech and how words in a sentence were used. Let's learn how to diagram a sentence, and then teach your students. It will make grammar much simpler for them to learn.

3. Mind mapping helps new learning to be planted in the brain so that students will remember more of what they see and draw. When they see and draw diagrams and graphs, they remember more than if they only read about or heard about the information.

Fatal and detrimental to real learning, which lasts in long term memory, (as opposed to temporary learning for the "test"), is having students do workbook pages, filling in blanks, or copying robot-like answers from questions at the end of the chapter. Be more creative, teachers, in giving assignments and class work! Engage the brain! Emphasize comprehension!

4. When teachers use mind mapping activities, four multiple intelligences are engaged simultaneously, resulting in better learning and comprehension for the students. When comprehension is activated, students remember the material in their long term memories.

5. The four intelligences involved in mind mapping are:

- Verbal/Linguistic because key words and phrases are used in mind maps.
- Logical/Mathematical because organizations and relations among them are imbedded in mind mapping.
- Visual/Spatial because mind maps are presented using visuals, including pictures, images, symbols, and relations among items.
- Intrapersonal because learning is more personally relevant when mind maps are made.

### **Steps to making a Mind Map**

1. Create the center of the mind map, with a drawing and a few words. Keep it simple but colorful, attracting attention to the middle as the main idea. An example could be DINOSAURS, with a small drawing or cutout of a dinosaur.

2. Around the central image/words draw spokes, lines, arrows, branches, or hooks which connect these words to the main idea. Have key words that relate to the main idea. With dinosaurs as a main topic, you could draw different spokes saying things like: meat eaters, plant eaters, land dwellers, swamp, dwellers, flying dinosaurs.

3. They add details, branching out from each spoke, that help explain further. You can also add

pictures. For example, under “meat eaters” you could write “Tyrannosaurus Rex”, and continue with specific names and drawings.

4. The idea is to keep the mind maps unique to each child. Students can work in teams cooperatively or individually. Creativity and clarity of ideas help cement the learning in the brain.

5. A timeline is another example of a mind map. Have students keep personal timelines in their notes, that continue as the year progresses. Coordinate with a classroom timeline. Dates /events/ persons/etc. can be written on 8.5x11 sheets of various colored paper, and taped/stapled high, where the wall meets the ceiling, for example, so that students are aware of the major concepts/dates you want them to learn long-term. Picky facts (such as naming a specific emperor of China in 503 B.C.) are worthless timewasters. Much more important is that the students know that China had emperors and dynasties, and that China had major influences in the world since before our calendar even started, since 5000 years ago. They should know that China insulated itself against the outside world, forbidding foreigners to enter until the mid 1800’s. Those are facts worthy of knowing, and they will be remembered using timelines and other kinds of mind maps.

Now teachers, you can see that the emphasis on academics is an eclectic and challenging task for teachers and students. But, you CAN do it; you MUST do it to help move our students into the 21st century.

High level, critical thinking, use of graphic organizers, oral fluency based on CLIL philosophy, and your own creativity to stimulate and challenge your students will all contribute to make you a great classroom teacher, and will give you the RESULTS we all want: students who are eager to learn, who are fluent in two languages, and who are able to apply, analyze, assess, and create ideas, and theories, based on research and their own thinking.

## 10. CHALLENGES FOR CRITICAL THINKING

We know about Bloom’s Taxonomy, and how we can raise the level of thinking simply by changing the verbs in our lesson expectations.

But what else can we do to ignite students’ brains, to stimulate them, to challenge them, to encourage them to reach for higher expectations, truly using their brains? Most students do enjoy mental exercises, trivia questions, and solving puzzles.

Each time they solve one, or understand how one was solved by others, they are stimulated to think, to solve, to create, and to urge their brain cells to perform mental exercises. They love the challenges!

### **DEVELOPING QUESTIONING SKILLS, LEVELS OF QUESTIONING: AN EXERCISE**

**Suggestions for developing better questioning skills:**

Talk less but ask more.

Analyze your questions.

Use more divergent questions.

Reduce the number of questions that can be answered by only “yes” or “no.”

Ask more questions to discover multi-talents.

Do not stop the discussion with the right answer.

Increase wait-time between asking and answering questions to at least five seconds.

Lead more student-student “basketball” types of discussions. (Tossing the ball around)

Provide good halting times.

Avoid asking multiple questions.

Develop sensitive listening techniques.

Develop silent time.

Ask questions appropriate to the developmental level.

Provide direct instruction with interesting materials.

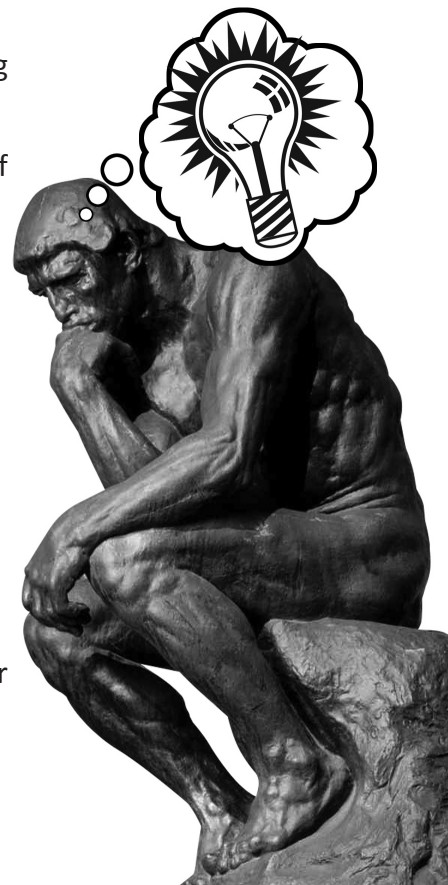
Model good questioning skills.

Create an atmosphere of trust and encourage questions.

Include student questions later in the lesson, quiz, or assignments.

Respond in an encouraging way.

Help children improve their questioning skills.





**Levels of Questioning: An exercise**

Different levels of questions address different cognitive abilities, including knowledge, comprehension, application, analysis, assessment, and creation. The following exercise, developed by Margaret Farguhar (Grosset & Dunlap, New York) and summarized by Dr. Judy Van Voorhis (Education Department, Muskingum College), applies these levels of questions to a well-known children's story.

**The Story: Goldilocks and the Three Bears**

Goldilocks wanders into the house of the Three Bears. She tastes their porridge, finding one bowl "too hot," one bowl "too cold," and one bowl "just right." Goldilocks also tries out their chairs, finding one chair "too big," one "too small," and one "just right." Then she tries out the bears' beds, finding one bed "too hard," one "too soft," and one "just right." She falls asleep in Baby Bear's "just right" bed. When the bears return, they find that someone has been eating their porridge, sitting in their chairs, and sleeping in their beds. They discover Goldilocks in the "just right" bed, and she runs away.

**The Questions**

**Level 1: Know**

- List the characters in the story.
- What were the bears eating?
- Where was Goldilocks when the bears found her?

**Level 2: Comprehend**

- Retell the events in the story in your own words.
- Why was Goldilocks afraid of the bears?
- Why was Goldilocks sleeping in Baby Bear's bed?

**Level 3: Apply**

- Tell what might have happened if you had been Goldilocks.
- Relate the story from the point of view of Baby Bear.
- Use the information from the story to help you build a model of the bears' house.

**Level 4: Analyze**

- Compare Goldilocks' experience with that of Little Red Riding Hood's.
- Identify parts of the story that could happen to you.
- Make a list of all the events in the story that indicate it is a fairy tale.

**Level 5: Evaluate/Assess**

- Judge whether or not Goldilocks made a good decision by running away from the bears. Explain.
- Pretend that Goldilocks was on trial for "breaking and entering."
- Decide whether you would find her guilty. Justify your decision.
- Evaluate Goldilocks' behavior as a guest in the bears' house.

**Level 6: Create / Synthesize**

Combine art and drama to create a new ending for the story.

Suppose that Goldilocks had found the home of the Three Raccoons. What might have happened?

What if Goldilocks had brought a friend to the home of the three Bears. What might have happened?

Use challenges for your students in a variety of subject material. Puzzles, trivia facts, mazes, patterns all challenge students to think beyond the actual text book. You can find ideas in books, magazines, even on cereal boxes. Think “outside the box”; move to really challenging activities because they will help to raise the level of critical thinking of your students.

**Here’s a sample:**

What letter will complete the pattern?

O  
 OT  
 OTT  
 OTTF  
 OTTFF  
 OTTFFS  
 OTTFFSS  
 OTTFFSS ?

The answer is “E”, for EIGHT, because the letters in the pattern represent the first letters in the number words in English:

**O=one, OT=one, two, OTT=one, two, three, etc.**

Here are more samples:

**Brain Teasers:**

What do all of these English words have in common?

NAGEM                      YAK                      ALEMAP                      NAUJ  
    NAVE                      AILED                      ASERET                      SOLRAC

Think, think, think!  
 Don’t peek below unless you are really lost!

They are all someone's name spelled backwards.

MEGAN

KAY

PAMELA

JUAN

EVAN

DELIA

TERESA

CARLOS

**Here is another brain teaser:**

What is the only state in the United States of America whose name is one syllable?

**MAINE**

Make a collection of puzzles, such as this one, so you'll begin to have a large collection. This way, you can vary the challenges you want to use with your students.

In the ANNEX, there are 300 trivia facts, of various levels of difficulty. Use them on a weekly basis. Find "brain games" in magazines. Whatever you can bring to your students on a weekly, or daily basis, will help them grow in their critical thinking abilities.

You want RESULTS: students who think creatively.

You can develop your students to think critically. Use techniques and challenges for encouraging critical thinking.

## CONCLUSION

You've had the opportunity to review the various techniques that excellent teachers know and use. Great teachers are always on the lookout for new ideas, new techniques, new activities, and new projects. You, too, can be one of those excellent teachers. It's no mystery, nor is it a secret.

By following the suggestions in the ten chapters of this book, plus by using information in the ANNEX, you will expand your repertoire of teaching techniques. You are another "excellent" teacher!

Congratulations!

## ANNEX

**The Basics a Professional Educator Should Know**

Listed below is a partial list of fundamental people and programs you need to know about to be a “professional educator”. You should know about the research and results from these essential thinkers. Continue to add to the list as occasion requires. Keep current!

- David Ausubel** on learning theory: how students actually learn new things
- Jerome Bruner** on learning structure, influenced by Piaget, founder constructivism
- Benjamin Bloom** on higher-order thinking skills
- Tony Buzan** on mental mapping and graphic organizers
- Jack Canfield** on self-esteem
- Lee Canter** on assertive discipline
- David Marsh:** CLIL Content and Language Integrated Learning.
- Virginia Collier** on second language acquisition
- Barbara Coloroso** on discipline
- Juan Amos Comenius** known as “Father of Modern Education”; introduced picture books
- Cesar Coll** on psychology and curriculum, and constructivism
- Art Costa** on higher-order thinking skills
- Common European Framework:** International language standards
- Jim Cummins** on second language acquisition
- Carolyn Evertson** on classroom management
- Paulo Freire** on inspiring schools to meet needs of all social/economic levels
- Thomas Guskey** on evaluation
- Madeline Hunter** on effective teaching practices
- David and Roger Johnson** on cooperative learning
- Spencer Kagan** on cooperative learning
- Stephen Krashen** on second language acquisition
- Robert Marzano** on research and effective school practices
- Abraham Maslow** on self-esteem and reaching one’s potential
- Sugata Mitra** promotes self-directed learning using technology
- Maria Montessori** special needs students and pre-school education
- Jean Piaget** research on the four stages of child development
- Carl Rogers** on humanistic psychology and education
- Mike Schmoker** on school reform and improvement; meeting special needs
- Alfred A. Tomatis** supports music in the classrooms for better learning
- Jose Vasconcelos** on Mexican education, a philosopher; supporter of music/art
- Lev Vygotsky** on research about Social Development Theory and Constructivism
- Grant Wiggins** presents his view of “learning by design” and explains “backward by design”.
- Harry Wong** on effective classroom management

## Being a Great English Teacher

by Elaine Gallagher

1. Only speaks ENGLISH in English class. Whatever language being taught, it is the only one spoken in class.
2. NEVER translates. Gives examples in the target language or uses diagrams, pictures, drawings, or actions.
3. Never lectures. Class work is always based on active participation.
4. Has students talking approximately 70% of the time.
5. Uses “guided practice”. = practice DIRECTLY monitored by the teacher.
6. Precedes each class with a short review from the previous class, and has a preview of what today’s class will be. (A FOCUS)
7. Adapts and uses various examples for better understanding.
8. Recognizes that real learning is based on understanding.
9. Emphasizes high level vocabulary, never “talking down” to students.
10. Speaks fluently, but at a normal pace, using high vocabulary.
11. Varies questions, activities, and examples to avoid monotony.
12. Knows that most humans learn best visually, so uses many visuals: movies, Power Point lessons, computer-based programs and projector, etc.
13. Never asks, “Do you understand?”. The teacher tests the students’ knowledge by questioning them, during the lesson, not at the end. Checks for understanding by frequent questioning.
14. Prepares the class thoroughly. Familiarizes him/herself with the books, materials, and the use of teaching aides.
15. Allows students to discover rules through practical examples. Never gives detailed, formal, and dry grammar lessons. Instead, students are challenged to USE correct grammar.



16. Motivates and challenges students with new concepts through dialogue, gestures, contrast, analogies, differences, similarities, arts, music, physical activities, mental maps, and graphic organizers.
17. Prompts a struggling student, then repeats the question, but never helps or interrupts a student who knows the answer.
18. Makes positive corrections and follows up with a quick/short drill. Never imitates a student's mistakes.
19. Presents the students with frequent opportunities to review the material with questions, role play, graphic organizers, and summaries.
20. Allows students to feel good about themselves, even when they make mistakes. Mistakes are normal when learning a language.
21. Oral fluency, not grammatical structures, are most important.
22. Always greets students in a cheerful manner. Begins and ends each lesson punctually. Never wastes time.
23. Exhibits patience at all times. Never shows bad moods.
24. Shows interest and concern for the students' progress.
25. Motivates and challenges students through brisk and interesting teacher-student exchange, asking questions that require high level, critical thinking.
26. Helps students to feel appreciated and secure. Reduces the "filter" that blocks learning.
27. Is fair to all students, calling on each one in an equitable manner, such as using students' names on cards for a fair distribution of names.
28. Realizes that language learning is an on-going life-time process. Uses rubrics, portfolios, and class participation as part of the assessment process.
29. Uses cooperative learning, pair activities, and various interactions.
30. Understands that in learning and language acquisition, the rule to remember is that **RECOGNITION PRECEDES PRODUCTION**. Great CLIL teachers know that students can recognize and understand vocabulary and many spoken words/phrases **BEFORE** they are actually able to produce them independently and spontaneously.

## Facts of the week

### *For Teachers:*

Place one of these questions each week on the board or on a poster. Have children guess the answer, or look up the answer, or ask someone at home for the answer. Some items, the students will know immediately. Others, they may have to ask at home, and tell you later. The difficulty level varies within each grade level, for fairness to students of various abilities, and to build interest in the facts.

If you put a new FACT OF THE WEEK on the board the first day of each week, the students will have the week to research it, discuss, and expand on the topic in class, if they need that much time. They can also relate these trivia facts to on-going studies, or to programs they might see on television.

Once a class gets enthused, some students will want to be the “FIRST” one to answer the fact. There are many sites on Internet to find more questions. Students can help you find more facts and answers as part of a learning experience for them.

### **Main Objective:**

To stimulate curiosity and to encourage further research.

### **Note:**

Some of the answers provided have extra information for teachers to use as background when they encounter a super-curious or a very intelligent student who may require more depth.

### **300 FACTS OF THE WEEK (ANSWERS ARE IN BOLD)**

#### **GROUP A**

1. What is the largest land animal in the world? It is a vertebrate (has a backbone) and is a mammal.

**The elephant**

2. Which bone protects the brain? C \_\_\_\_\_

**The cranium** (sometimes called “the skull”).

3. What musical instrument has 88 ivory and black keys? **A piano**

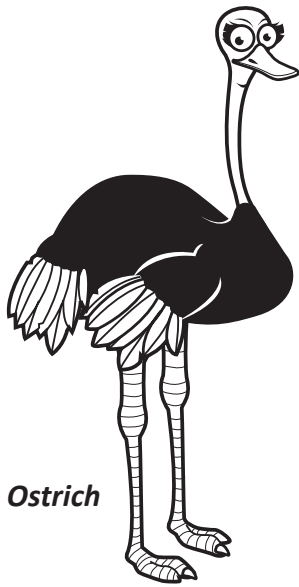
4. What vertebrate hops, has a pouch for its babies, and lives in Australia? **A kangaroo**

5. What country in the world has the most people? **China**



**Elephant**

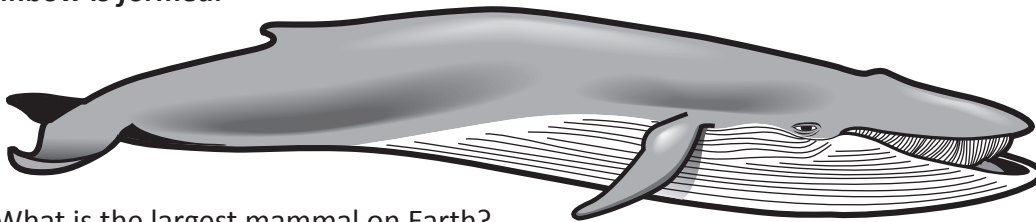




**Ostrich**

6. How are all birds different from any other living thing? **They all have feathers.**
7. Name a bird that cannot fly because it is too heavy?  
**An ostrich....(or an emu)**
8. What is a MARSUPIAL ? **It's an animal that has a pouch in front of its body. Mothers carry their babies in the pouch until they are big enough to walk alone. Marsupials live in Australia.**
9. What sport needs 9 people on each team? **Baseball**
10. What is the very hardest mineral / rock? **A diamond**
11. When did Columbus discover America? **October 12, 1492**
12. What do the letters AVE stand for in the train system of Spain? **ALTA VELOCIDAD** (a high speed train in Spain)
13. What is the birthstone for December? **The turquoise**
14. In the Tarzan movies and books, (Tarzan of the Jungle), what was Tarzan's girlfriend's name?  
**Jane**
15. What is the animal with the largest brain in proportion to its body size? **The ant**
16. How many years in a decade? in a century? **Ten years .... 100 years**
17. Which people invented paper, to replace papyrus and parchment? **The Chinese, about 200 A.D.**
18. Which bird lays the largest egg? **The ostrich**
19. How many stars were there in the original flag of the United States of America? **Thirteen** (one for each original colony)
20. What color is associated with Valentine's Day? **Red**
21. What is the name of the imaginary line that divides the Earth into northern and southern hemispheres? **The Equator**
22. What color do you get if you mix red and blue paint? **Purple**

23. What color do you get if you mix yellow and blue paint? **Green**
24. What kind of animal was King Kong? **Gorilla**
25. A lifeguard always works near what? **Water**
26. What are figs, mangos, and pomegranates? **Fruits**
27. What does a red road sign with 8 sides mean? **STOP**
28. What color clothes do cricket players wear? **White**
29. If you visited a tropical climate, what would the climate be like? **Warm**
30. What happens when the sun shines on rain that is falling in a distant rain shower?  
**A rainbow is formed.**



**Whale**

31. What is the largest mammal on Earth?  
**A whale...It breathes air, so it is NOT a fish.**
32. What is the most common vitamin in orange juice? **Vitamin C**
33. Who is Batman's partner? **Robin**
34. What part of your body can not be used to touch the ball in soccer? **Hands**
35. What language would you speak if you lived in modern Australia? **English**
36. In what sport can you have a "fly ball"? **Baseball**
37. What food crop grows in flooded fields? **Rice**
38. What state in the USA has made the hula a famous dance? **Hawaii**
39. When is Saint Patrick's Day? **March 17th**
40. What object is 239,00 miles (384 kilometers) from Earth? **The moon**
41. What is a veterinarian? **A doctor for animals**

42. What language do people from Tokyo speak? **Japanese**
43. What might you find inside an oyster shell if you are lucky? **A pearl**
44. How did people first travel? **They walked.**
45. In what game would you use a pawn? **Chess**
46. What is an Eskimo's jacket called? **A parka**
47. On what continent are the countries Italy, France, and Monaco located? **Europe**
48. What is the Japanese art of paper folding called? **Origami**
49. What country uses a rickshaw as a means of transportation? **China**
50. What common animal has a horrible smell as its weapon? **A skunk**

## Group B

1. What does the word "SAHARA" mean? **It means "Great Desert" in Arabic.** (So don't say "the Sahara Desert" because it's as if you are saying "The Great Desert Desert". Simply say, "The Sahara".)
2. Name the vertebrate: It flies, has sonar, with large ears for the size of its body. **A bat**
3. What item should you have with you if you go camping? It helps you find directions. **A compass**
4. What is the chemical formula for water? **H<sub>2</sub>O**
5. Which are the two official languages of Canada? **French and English** They are taught in ALL the schools, and are used in all official government documents.
6. Which country has the most computers in the world? **The USA...over 24 million.** Next: Canada with 2 million. Finland has the most per capita, about 1 million.
7. What is the longest river in the world? **The Nile River in Egypt** It is more than 5,000 miles long (8,000 km).



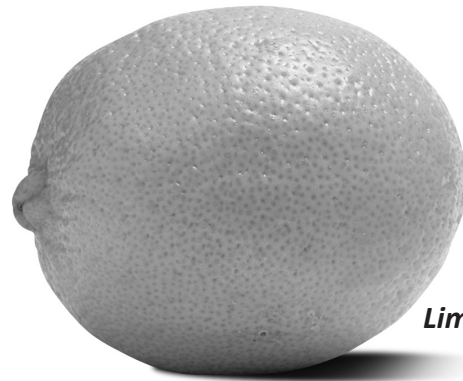
8. Most of us have heard of the Swiss company Nestlé, which is famous for its chocolate. It now produces various foods in over 80 countries. When it first opened, in 1867, it produced a different product. What was it? **Infant formula**
9. What would you not do if you were to fast for 3 days? **Eat**
10. How many pickles did Peter Piper pick? **A peck**



11. Name the vertebrate: He is known as “King of the Jungle”, appeared in the book and the movie “The Wizard of Oz”.....  
**A lion**
12. What kind of building was Alcatraz (in California, USA)? **It was a prison.**
13. What is the name of the player in the baseball diamond that is located between second and third base?  
**The shortstop**
14. What is the name of the material that lines an oyster shell? **Mother-of-pearl**
15. What does a geologist study? **Rocks / the Earth**
16. What do traditional oriental people use to eat with? **Chopsticks**
17. Who couldn't put Humpty Dumpty back together again? **All the King's horses and all the King's men**
18. How many sides does every snowflake have? **Six (6) It is a hexagon.**
19. What is the traditional food for the American holiday, Thanksgiving? **Turkey**
20. What do you call the remains of a plant or animal that are preserved in the earth's crust?  
**A fossil**
21. What kind of a tree has acorns? **An oak tree**
22. What country has made the bagpipe famous? **Scotland**
23. What is the name of a period of time when almost all the earth was covered in ice or snow?

**The Ice Age** (There were at least 9 Ice Ages during the earth's history.)

24. Where do Dutch people come from? **Holland**
25. What country's flag is all white with a red circle in the middle? **Japan**
26. What is a make-believe creature that is 1/2 fish and 1/2 human? **A mermaid**
27. How many states make up the United States of America? **50 (fifty)**
28. Why do birds sit on their eggs? **To keep them warm so they will hatch**
29. How many months of the year have 28 days? **All of them**
30. What do the letters "BBC" stand for? **British Broadcasting Company**
31. What is the "lead" inside a lead pencil made of? **Graphite**
32. What are 727's, 747's, and 767's? **Kinds of airplanes**
33. What book documents world records? **Guinness Book of World Records**
34. If your only sisters are triplets, how many sisters do you have? **Three**
35. In car racing, what is it called when you stop to change a tire or to get fuel? **A Pit Stop**
36. What kind of fruit is an orange, a grapefruit, a lime, or a lemon? **They are citrus fruits.**
37. In Italy, how do you say, "So long" ? **Ciao (pronounced chow)**
38. On what part of your body does an orthodontist work? **Your teeth**
39. From what part of a fish do we get caviar? **The eggs**
40. In the Bible, what was the work of Mary's husband, Joseph? **Joseph was a carpenter.**
41. What did butter start as? **Milk**



**Lime**

42. What is the “grand slam home run” in baseball? ***It’s when the batter hits a home run, with all the other three bases loaded. It results in 4 home runs at the same time.***

43. For how many days do the Chinese celebrate their New Year? ***Fifteen days***

44. Why does a refrigerator warm your kitchen? ***Because of the heat coming from the motor used to cool the inside of the refrigerator***

45. What are the largest pieces of land on earth called? ***Continents***

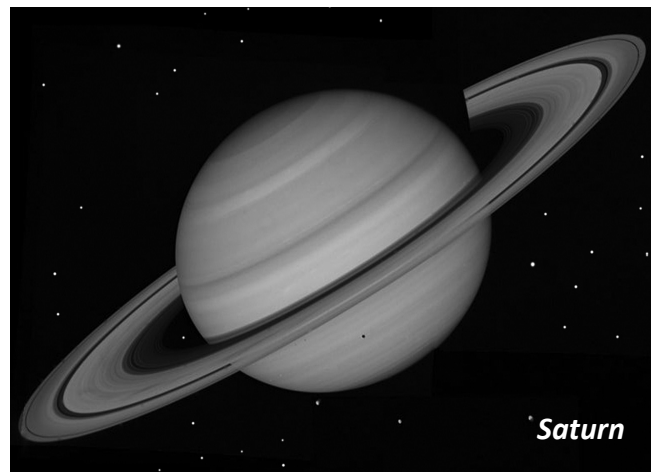
46. How many insects does a toad eat daily, on an average? ***100***

47. If your pet is a feline, what is it? ***A cat***

48. Originally, piano keys were made of ivory. What are they made of today? ***Plastic***

49. Which of the planets has rings?  
***Saturn***

50. If you suffer from zoophobia, what are you very afraid of? ***Animals***



## Group C

1. How fast can a cheetah run? ***Up to 70 miles an hour, for short distances***

2. What natural boundary separates Spain and France? ***The Pyrenees Mountains***

3. The increasing scarcity of elephants and rhinos resulted in a 1989 ban on which substance?  
***Ivory***

4. Where is the country of Armenia? ***It is between Europe/Asia, bordered by Turkey to the west and Georgia to the north.***

5. Name the vertebrate: Is known as the “King of the Jungle”, and who appeared in the book and the movie “The Wizard of Oz” ***A lion***

6. What bird has the longest tongue? ***The woodpecker. Its tongue is 5 times longer than its beak, which means it can seek food 5 inches deep inside tree crevices.***

8. Pluto used to be named as a planet, but scientists took its name off the list of officially recognized planets in 2006. WHY? ***It wasn't large enough to be considered a planet.***

10. Why is J.K. Rowling famous? ***She is the British author of the Harry Potter series of fantasy books about an adolescent wizard.***

11. What is a pelican? What is the most unique thing about a pelican? ***Its bill....A pelican is a large, white bird whose bill is very large, about 18 inches (1/2 meter) long. The bill is used to catch fish.***

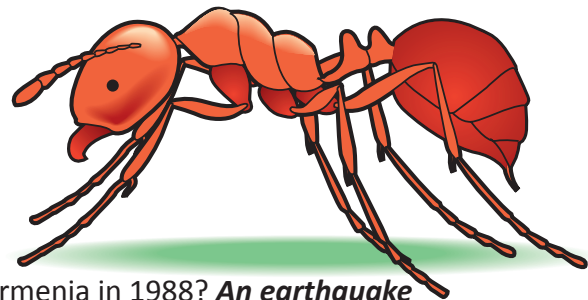
12. What does the word goober mean? ***(It is an English word, not another language.) Goober is another word for peanut.***

13. WHICH INSECT?

Likes to chirp at night? ***A cricket***

Is an uninvited picnic guest? ***An ant***

Has 8 legs? ***A spider***



14. What kind of disaster claimed 100,000 lives in Armenia in 1988? ***An earthquake***

15. What is the longest river in the United States of America? ***Mississippi....3,000 miles long (4,800 km)***

16. What are the top three languages spoken in the world?

***1. Mandarin Chinese (885 million)***

***2. English (322 million)***

***3. Spanish (266 million)***

17. The esophagus is part of what system in the human body?  
***digestive system***

18. What is a haiku? (hi-coo)

***It is a poem, originally from Japan, composed of 3 lines. It is usually about nature, and has no rhyme. The first line has FIVE syllables, the second line has SEVEN syllables, and the third line has FIVE syllables.***

HERE IS A SAMPLE:

I see the old trees....  
Wide trunks with knots, branches, shade,  
A place of calm peace.

19. Five hundred years ago, in the USA and Canada there were more than 300 native languages, 2/3 of which are still in use. Name three places in USA or Canada that use a native language word, (MANY possibilities)

Some answers:

**Chicago (city in Illinois, USA),**

**Mississippi (a major river and a state in USA),**

**Massachusetts (a state in USA)**

**Ottawa, (a city in Canada)**

**Penobscot, (a county, a river, and a town in the state of Maine, USA)**

**Piscataqua (a river ,the border between Maine and New Hampshire, USA),**

**Minnesota (a USA state)**

20. What kind of imaginary animal is usually part of a traditional Chinese New Year celebration?

**A dragon**

21. What is James Bond's code name? **Double-o-seven (007)**

22. What country has not fought a war since 1815? **Switzerland**

23. What is the largest state in the United States of America? **Alaska**

24. What is the name of the large mountain chain in South America? **The Andes**

25. What is the name of the largest desert in China? **The Gobi**

26. How far is the Sun from the Earth? **93,000,000,000 (93 million) miles (1,488,000,000,000 km)**

27. When does the United States of America celebrate its birthday? **July 4th**

28. Who is Mickey Mouse's girlfriend? **Minnie Mouse**

29. What sport are you watching if you are watching the Harlem Globetrotters?

**Basketball**

30. What country (originally) did the Volkswagon (VW) come from? **Germany**

31. What is moss? **A plant**

32. What were the Three Little Pigs' houses made of? **Straw, sticks, and brick**

33. What language is spoken in Germany? **German**



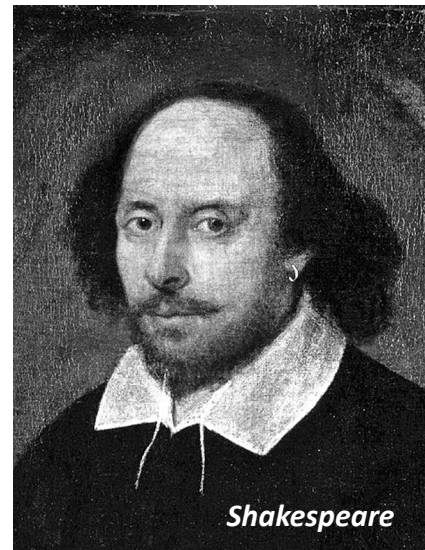


34. What is the capital of Cuba? **Havana**
35. How many years is a generation considered to be? **25 years**
36. In MGM movies, what animal is pictured at the beginning of the film, appearing with a roar?  
**A lion**
37. What game are you playing using marbles on a six-pointed star? **Chinese checkers**
38. How long does a regulation soccer game last? **Two 45-minute halves**
39. Why do beavers constantly gnaw on wood? **To wear down their teeth which never stop growing**
40. What relation to you are your aunt's children? **Cousins**
41. What type of housing did Eskimos use before they had wooden houses? **Igloos, made of blocks cut from solid ice**
42. Near what ocean is San Francisco, California located? **The Pacific Ocean**
43. What do we see almost every day that is 10,000 degrees Fahrenheit? **The sun**
44. What was the little girl's name in the "Wizard of Oz"? **Dorothy**
45. Polar, Grizzly, Brown, and Black are types of what? **Bears**
46. How many dwarfs did Snow White meet? **Seven**
47. What is the proper name for the sport using bows and arrows? **Archery**
48. What would you be doing if you were doing the polka? **Dancing**
49. What is the head of a city called? **A mayor**
50. What is a person called who eats a meatless diet? **A vegetarian**

## Group D

1. What is the largest lake in Africa? **Lake Victoria (on the border of Kenya, Uganda, and Tanzania)**

2. How many moons does Mars have? **Two**
3. One type of invertebrate is a common insect. Some people say it has 100 legs. What is it called? **A centipede (Centi means 100, and ped means foot, in Latin.)**
4. What does this mean? Can you find a pattern to the numbers? **2 - 15 - 14 - 5 - 19**  
  
These numbers spell BONES. **The numbers correspond to the letters of the ENGLISH alphabet.... Letter # 2 is B, an so on...**
5. What vertebrate animal lives near water and uses its large, sharp teeth to cut down small trees? It uses the wood from the trees to build a lodge (its house) in the water. **A beaver**
6. What do camels store in their humps? **Camels don't store water in their humps; the humps are made mostly of fat.**
7. Who became the world's youngest-ever boxing heavyweight champion? **Mike Tyson, when he was 20 years old (in 1986)**
8. Tiananmen Square, a major plaza, is located in which city and country? **Beijing, the capital of China.**
9. What breed of dog from China bears the name that is English slang for "food"? **Chow**
10. What was the name of China's capital before it was changed to Beijing? **Peking**
11. Where was corn first domesticated by humans? **Mexico....3500 B.C.**
12. What did Alexander Fleming invent? **Penicillin (in 1928). He was from Scotland.**
13. When was the first motion picture shown to an audience? **1896, over a century ago**
14. In Greek mythology, who is the goddess of love? **Aphrodite**
15. What was Shakespeare's first name? **William**
16. What is the main religion of Israel? **Judaism**
17. Confucius was an ancient teacher and philosopher. What country was he from? **China**



18. What item can be used to break up light so that all the colors of the rainbow can be seen? ***A prism (A small, solid, pyramid of plastic or glass)***
19. Who or what are the “Bee Gees”? ***A musical singing group that provided music for the film, “Saturday Night Fever”***
20. A RIDDLE:  
What vertebrate, a mammal, is always ready to take a long trip or journey? ***An elephant, because it always has its trunk. (A TRUNK is a very large suitcase, used to pack things for a long trip.)***
21. What do the numbers/dates 1961 and 6009 have in common? ***1961 was the most recent year that could also be read upside down. The next date is 6009.***
22. Who had the most expensive presidential inauguration ceremony of the 20th century? ***George W. Bush, spending \$40 million on his three-day inauguration celebration in January 2005. It was his second term as President of the USA, an election he barely won.***
23. What does A.D. mean after dates, such as 79 A.D.? ***It is Latin, Anno Domini, Year of our Lord, referring to dates after the birth of Jesus.***
24. What lengthy word was added to the English language in Disney’s “Mary Poppins” movie, in a song? ***Supercalifragilisticexpialidocious***
25. What country holds the world’s record for talking the most on the telephone? ***The United States of America***
26. When you tell your sled dog team to “mush..mush”, what do you want them to do? ***To run, run (Eskimo words; Inuit language)***
27. What is a common name for a bison? ***Buffalo***
28. Where do you sit to eat dinner with a traditional Japanese family? ***On the floor***
29. Who invented the telephone? ***Alexander Graham Bell***
30. What is the name of the Queen of England’s main home? ***Buckingham Palace***
31. What do you call a mountain of ice floating in the sea? ***An iceberg***
32. With what country do you associate windmills and tulips? ***Holland***
33. Name one of the earliest timekeepers still found in some parks or gardens. ***The sundial***

34. What is the Punjab? **A district in India**

35. What is Superman faster than? **A speeding bullet**

36. If you are looking at the Mona Lisa, what kind of building are you in? **A museum or art gallery**

37. How many rooms are there in the White House, the home of the President of the United States? **132 rooms**

38. How many times did Aladdin rub his magic lamp? **Three times**

39. When and where did the first underground railway system (subway) open? **The London Underground opened in 1863,**

40. What do ice hockey players chase around a rink? **A puck. It is a round, solid rubber item, about 3 inches in diameter.**

41. What are dried grapes called? **Raisins**

42. What bird looks like he's going to a formal party? **A penguin**

43. How do Japanese read their books? **From the back of the book to the front**

44. What was the first name of the USA President Lincoln? **Abraham**

45. What do the words "bogus" and "counterfeit" mean? **Fake or false**

46. What is hot and fiery and flows from volcanoes? **Lava**

47. What is the first number with an "A" in its spelling? **One thousand**

48. Where is a human's sense of balance located? **In the ears**

49. What was Mozart's middle name? **Amadeus**

50. The Morse Code is made up of dots and? **dashes**



## Group E

1. Which two planets do not have a moon? **Mercury, Venus**

2. How did the Canary Islands get their name?

**From the Latin word, canis, which means “dog”, because there were large, fierce dogs found on the islands when they were first discovered.**

3. What was the Spanish Armada? What happened to it in 1588? **A powerful fleet of ships from Spain, (a navy), once the strongest ships in the known world, but they were defeated by England in a battle in 1588,**



4. What famous non-Spanish explorer started a great age of exploration and conquest for Spain? **Christopher Columbus, who was from Italy. In 1492, when Spain was still powerful, Columbus led Spain to the New World. It was almost 100 years later (1588) that Spain’s armada, the navy, was defeated by England.**

5. What important geological event happened in Europe in August, 79 A.D.? **Mount Vesuvius exploded, giving off heat blasts and gases that killed 1000’s of people, burying Pompeii in more than 30 feet (10 meters) of ashes falling from the explosion caused by the volcano.**

6. Which are the five largest countries in the world, geographically?

**1st: Russia**

**2nd: Canada**

**3rd: China**

**4th: United States of America**

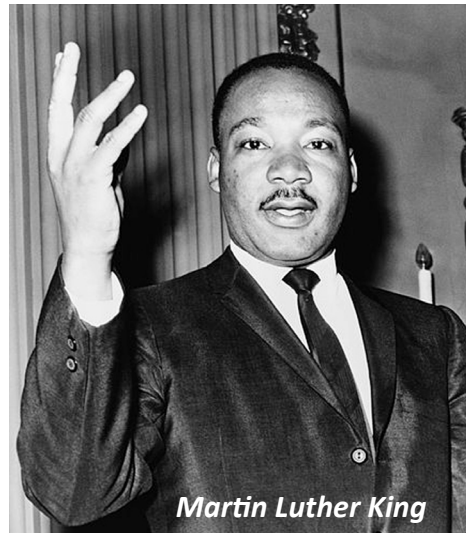
**5th: Brazil**

7. Why is Steve Jobs famous? **He invented / founded the Apple/Macintosh computer company.**

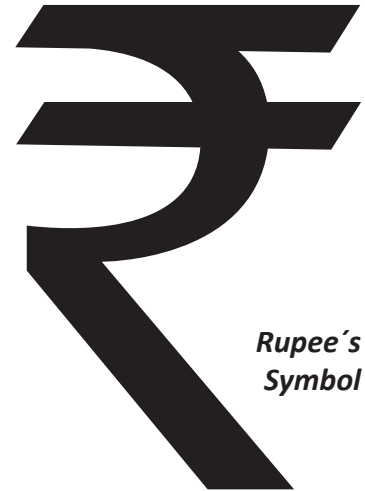
8. Which sport uses the word “LOVE” in scoring? **Tennis**

9. Which was the longest moon landing? **Apollo 17, in 1972 the astronauts carried out scientific mission for 3 days.**

10. Which Walt Disney movie star began his career in the 1928 movie, Steamboat Willie? **Mickey Mouse**
12. What is the best-selling car ever? **Toyota Corolla**
13. Which country has more computers per capita (based on its population percentage) in the world? **Finland**
14. What are Rosemary and Thyme? **Spices or herbs**
15. What is a major score in American football called? **A touchdown**
16. What is a more common name for a tortoise? **A turtle**
17. What precious jewel is a shiny red stone? **A ruby**
18. What snack food, sometimes sold by street vendors, means "little arms" in Latin? **Pretzels**
19. What were Longfellow, Poe, Paz, and Stevenson? **Poets..."Authors" is also correct.**
20. What do you bake pottery in so the clay gets hard? **A kiln**
21. Who gave a famous speech in the 20th Century that talks about  
**"I have a dream..." Martin Luther King**
22. What is a "light year"? **It is NOT time. It is a measure used for huge distances in space, and refers to how long it takes light to travel in a year. If a star is 100 light years from earth, it means that light leaving that star will take 100 years to be seen on earth.**
23. Why is the day after Christmas called "Boxing Day" in the UK?**Because people box-up the leftover food from the Christmas feast to give to others, less fortunate than they.**
24. What is the leader of an orchestra called? **A conductor**
25. What would you be on if you were traveling on a Chinese junk? **A boat**
26. What is the speed of light? **186,000 miles per second...(300,000 km per second)**



27. Where is the deepest part of an ocean? ***The Mariana Trench in the Pacific Ocean. It is more than 5 miles deep.***
28. What are the minerals plutonium and uranium used for? ***To produce nuclear power***
29. In what country would you use a rupee as money? ***India***
30. In what country are the cities of Melbourne and Sydney? ***Australia***
31. Where did Count Dracula live? ***In Transylvania (in Europe)***
32. How many inches of water are produced when 10 inches of snow melts? ***One inch of water***
33. In the Bible, who was Miriam's baby brother? ***Moses***
34. Among mammals, which are the only two capable of distinguishing colors? ***Humans and monkeys***
35. What is it called when a nuclear reactor overheats and the core melts? ***A meltdown***
36. Diabetes is usually caused by the improper functioning of which gland? ***The pancreas***
37. Why is author Mary Shelley famous? ***She wrote the novel Frankenstein.***
38. When you melt and mix copper and zinc, what do you get? ***Brass***
39. Two companies invented the CD (compact disc) in 1979, which, for the first time, provided high-quality digital sound in a small, portable format. Which are the two companies? ***Philips (a Dutch company) Sony (a Japanese company)***
40. Where in the Ukraine (part of Russia) was there a nuclear explosion in 1986 causing deaths and damage to the environment? ***Chernobyl***
41. Johann Strauss composed a famous waltz named for a European river. What is it? ***The Blue Danube Waltz***
42. By what name is Southern Rhodesia now called? ***Zimbabwe***
43. How many binary digits make up a "byte"? ***8 (eight)***



44. What is Swahili? ***The official language of Nigeria, spoken by 35,000,000 (35 million) East Africans***
45. CCXXXIV is the Roman numeral for what Arabic number? **234**
46. What is an ancient Chinese calculator called? ***The abacus***
47. If you are fighting with a “foil”, and an “épée”, what are you doing? ***Fencing***
48. Tenochtitlan was the capital of what ancient empire of Mexico? ***The Aztecs***
49. What is a Punnett Square used for? ***To predict genetic probabilities between a specific male and female***
50. What were Lancelot, Galahad, Tristram, and Percival? ***Knights of King Arthur’s Round Table***

## Group F

1. Which planet has the most moons? ***Saturn has at least 18 moons.***
2. What are the names of the 3 countries, the sea, and the ocean that border Spain? ***France, Andorra, Portugal; the Atlantic Ocean, the Mediterranean Sea***
3. What is NaCl? ***It’s the chemical formula for salt.***
4. What do the letters of SONAR mean? ***SONAR stands for SOund detection And Ranging.***
5. What was the Magna Carta? ***It was an agreement signed by King John of England in 1215, giving a few rights to the people. It was the first recorded step towards democracy.***
6. Why is the city of Aiea, which is in Hawaii, unusual? ***It is the only city name made up of just vowels.***
7. Anwar Sadat was President of which country when he died in 1981? ***Egypt***
8. Who released an album called Thriller in 1982, which brought him instant fame? ***Michael Jackson***





9. Which city was devastated by an earthquake in 1985, killing more than 10,000 people, and then hosted the World Cup in 1986? **Mexico City, the capital of Mexico**

10. Elected in 1913, how long was Pedro Lascurain president of Mexico? **Less than one hour, the shortest in world history...**

NOTES:

General Victoriano Huerta overthrew President Madero, and later had him assassinated. Lascurain served in the interim. Lascurain was offered positions by Huerta, but left politics and worked in a law school in Mexico City, writing books.

11. After the Sun, earth's closest star, what is the next closest star to Earth? **Proxima Centauri (4.3 light years from the sun).**

NOTES: It's really 3 stars close together, but appears as one star from Earth.

The Sun is about 93 million miles from the earth. The star nearest to the Sun is Proxima Centauri. Astronomers measure the distance between stars in units called light-years. A light-year equals 5.88 million million miles (9.46 million million kilometers). This is the distance light travels in one year, at a speed of 186,282 miles per second (299,792 kilometers per second).

Proxima Centauri is 4.3 light-years from the Sun. It is a dim red star in the constellation of Centaurus that lies at a distance of over 40 million million kilometers, some 270,000 times greater than the distance between the earth and the sun.

12. What is the lowest-pitched wind instrument? **The tuba**

13. Which country has the most people of the Muslim religion? **Indonesia**

14. What is the oldest musical instrument discovered by archeologists? **A flute, found in France, made of bird bone, more than 25,000 years old, shows humans' early interest in music.**



15. In the world, there are several rare languages, which are part of a group of language "isolates", used in very specific geographic areas, which linguistic scientists have not been able to discover their roots. Name two languages, and tell where each is located as an isolated, small language family, a "language island".

**Euskeda** used by the Basque people in Spain and France, living near the Pyrenees Mountains

**Burushaski** used in an isolated section of Pakistan

**Chukchi** used in a small part of Siberia

16. Why aren't Roman numerals used in mathematics? **They have no zero, and they have no**

*place value, so advanced mathematics and accounting could not use them.*

17. What is the total of all matter and energy known to man called? ***The universe***

18. What city is known as “The Eternal City”? ***Rome***

19. Where was the earliest known written text found in the Americas? ***It was found in Oaxaca, Mexico.***

NOTES:

It was written by the Zapotec people about 500 B.C. Two stone slabs, written in the native writing system shows calendar information.

20. In her lifetime, how many children can a female termite produce? ***500 million***

21. What Greek word means “Temple of the Muses”? ***Museum***

22. The winter of 1932 in the United States of America was so cold that what happened for the first time in recorded history? ***Niagara Falls, between the USA and Canada, froze completely solid.***

23. How long does it take sunlight to reach the earth from the sun? ***8 minutes, 12 seconds***

24. Who was Euclid?

***He was born in Greece, and taught in Egypt, living between 325 B.C. and 265 B.C.. Euclid is known as the “Father of Geometry”. His geometry textbook, Elements, served as the western world’s unchallenged standard for two thousand years.***

25. Why are Euclid’s dates of life listed backwards? ***(born 325 B.C., died 265 B.C.)***

Dates are like a number line showing positive and negative numbers. After Christ’s birth, the dates advance forward; but in the years before Christ, the numbers go backwards; the lower the number, the closer it is to Year One, the year of Christ’s birth as recorded on a timeline. (There is NO Year Zero.)



***Statue of Euclid in the Oxford University Museum.***

26. What board game was invented on the first of August, 1933, during the world’s great economic depression? ***Monopoly***

27. What is weird about the eating habits of houseflies? ***After eating, a housefly regurgitates its food and then eats it again!***

28. We've all heard of Mandarin Chinese, the language spoken by more people than any other language in the world. (885 million) There is a second Chinese language, spoken by more than 77 million people in China. What is it? **Wui**

29. What is the Gutenberg Bible? **The first book published using a printing press, invented by a German, Johann Gutenberg. Prior to this invention (1465), all books were written by hand. Once the printing press was invented, books became easier to acquire.**

30. Which country produces more feature films for the cinema than any other country? **India**

31. What do the letters in the word RADAR stand for? **RADAR stands for Radio Aid to Detection And Ranging.**

32. What nationality was the 15th Century explorer, Vasco de Gama? **Portuguese**

33. When measuring the height of a horse, what term is used? **Hands**

34. What kind of scientist studies ocean life? **An oceanographer**

35. Who is credited with discovering the Laws of Gravity?  
**Sir Isaac Newton**

36. How many units are in a "gross" ?**144. A box with a gross of pencils, holds 144 pencils.**

37. What are the only two mammals that get sunburned?  
**Humans and pigs**

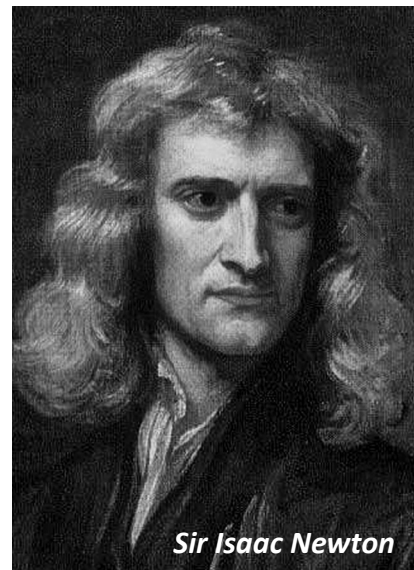
38. What does a seismograph do? **It measures the strength of earthquakes, (using the Richter Scale) .**

39. What are aglets? **The plastic tips on the ends of shoelaces are called "aglets"**

40. What state in the USA has the longest name and the smallest land area?

**Rhode Island is the smallest state in area in the United States; however, it has the longest official name (the most letters) .**

41. Why is the science fiction writer, Arthur C. Clarke, famous? **In 1945 he suggested that satellites could be used to transmit and relay telephone and television signals around the planet. Almost 20 years later, the first commercial satellite was launched. Now, there are more than 200 functioning satellites orbiting the earth.**



Sir Isaac Newton

42. What are the only two animals that contract leprosy? **Humans and armadillos**
43. What shape is the Milky Way Galaxy? **Spiral**
44. What is the liquid part of humans' blood called? **Plasma**
45. In a regular deck of cards, each of the four Kings represents a famous King in history. Who are the four kings?  
**Spades = David**  
**Clubs = Alexander the Great**  
**Hearts = Charlemagne**  
**Diamonds = Caesar**
46. Why is Lascaux, France famous? **In a cave in Lascaux, the first paintings by humans were discovered. They date back to 32,000 B.C. and show horses, bison, and rhinos.**
47. What famous children's ballet, by Tchaikovsky, features "The Dance of the Sugar-Plum Fairy"?  
**The Nutcracker Suite**
48. What do the olive branches on the flag of the United Nations represent? **Peace**
49. What was the former name of Iran?...of Thailand? **Persia, Siam**
50. What is the most commonly eaten food in the world? **Rice**

**BONUS:**

51. What do these words have in common? **palm, ham, shrimp, cell? They all have double (or triple) meanings.**

Palm of your hand; a palm tree.

Ham that you eat; a person who jokes a lot is said to be a "ham".

Shrimp that you eat; a shrimp is a nickname for a short person.

Cell in a jail; cell in biology...and other meanings, too.

## **Teachers and Students**

Stay alert, and find more facts to add to these lists.

Your input will be most welcomed!

### **Additional Trivia Facts**

***The Basenji is the world's only barkless dog.***

The Basenji produces an unusual yodel-like sound commonly called a “barroo”, due to its unusually shaped larynx. This trait also gives the Basenji the nickname “Barkless Dog”.

***The adder is the only venomous snake in the UK.***

Despite it posing a threat to humans, it is in fact a very timid and non-aggressive creature. This snake is easily identified by the dark zigzag line passing along the back bordered by rows of spots.

***A baby eel is called an elver.***

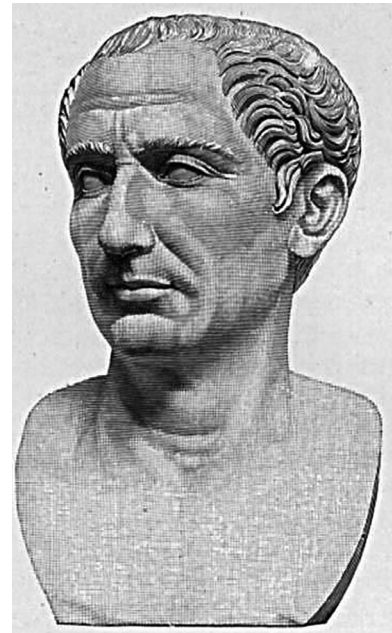
Eels are elongated fish, ranging in length from 5 centimeters in the one-jawed eel to 3.75 meters! Most eels live in the shallow waters of the ocean and burrow into sand, mud, among rocks, or in cracks found in coral reefs. The majority of eel species are nocturnal, and thus are rarely seen.

***The two longest English words that contain only consonants are “rhythm” and “syzygy”.***

These two words have six consonants each and don't contain any vowels. The word “syzygy” is most commonly used in the astronomical or astrological sense.

***“Veni, Vidi, Vici” is Latin for “I came, I saw, I conquered”.***

It is a famous Latin sentence reportedly quoted by Julius Caesar in 47 BC as a comment on his short war with Pharnaces II of Pontus in the city of Zela (currently known as Zile, in Turkey).



***Julius Caesar***

## SELECTED BIBLIOGRAPHY

### Educational Topics

Armstrong, Sarah. 2008. *Teaching Smarter with the Brain in Focus*. Scholastic, New York and Buenos Aires.

This book is full of practical support on building a thinking classroom, and explains how to structure lessons appropriately, using brain-based guidelines. The author gives ideas on how to integrate movement, visual, musical, and social interactions in ways that spark learning.

Blanchard, Kenneth, et al. 1990. *The One Minute Manager Builds High Performing Teams*. William Morrow and Company, Inc. New York.

This is a classic book in the “One Minute Manager” series, simplifying team-building for positive results.

Blankstein, Alan. 2010. *Failure Is NOT an Option*. 2nd edition. National Education Association and Corwin Publishing, jointly published with the Hope Foundation.

This book explains and clearly illustrates the six principles for making student success the only option. Collaborative teaming, involving schools, teachers, the families, and the community helps to build sustainable leadership capacity.

Bloom, Benjamin S. 1980. *All Our Children Learning*. New York: McGraw-Hill.

This book reviews and explains Bloom’s Taxonomy of Cognitive Thought, first presented in 1954, and still in use today because of its clear vision of how humans learn and develop critical thinking skills. No other educator explains it better, so Bloom is still in vogue and highly regarded among educators, despite the age of his theory.

Buzan, Tony . 2003. *Mind Maps for Kids: An Introduction*. Thorsons.

Canter, Lee and Marlene. 1993. *Succeeding with Difficult Students*. Santa Monica, CA: Canter and Associates.

Chapman, Carolyn. 1994. *If the Shoe Fits: How to Develop Multiple Intelligences in the Classroom*. Skylight Publishing.

Collier, Virginia and Thomas, W.P. 2004. “The Astounding Effectiveness of Dual Language Education for All Students”. *NABE Journal of Research and Practice*.

Common European Framework of Reference for Languages. 2001.

*Learning, Teaching, Assessment*. Council of Europe. Cambridge University Press.

Coyle, D. 2007. CLIL: Content and Language Integrated Learning: "Towards a connected research agenda for CLIL pedagogy". *International Journal of Bilingual Education and Bilingualism*, pages 543-562.

Cummins, Jim. 1985. *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. Amazon.com ISBN-10:0887441327 ISBN-13:9780887441325.

Edwards, V. 2009. *Learning to be literate: multilingual perspectives*. Bristol: Multilingual Matters.

Esté, Arnaldo (2012) *Interacción Constructivo* . Santillana.

Flesch, Rudolph. 1974. *Why Johnny Can't Read*. Amazon.com.  
This is a classic book that looks seriously at the importance of phonics in reading success. The ANNEX includes lessons for complete English phonics teaching.

Fry, Edward. 1999. *How to Teach Reading*. Teacher Created Materials, California.  
This book explains in an easy-to-follow way how to teach reading. The famous Fry's Readability Chart and Fry's Instant Word Lists are included in this book. Fry's word lists are used by some USA state education departments as required vocabulary to be developed with students.

Gallagher, Elaine. 2005. 2nd Edition: 2013. *How Do I Know If I Am Teaching Well?* Secretaria de Educación Pública, de Coahuila, México.  
This is a teacher handbook with 8 self-quizzes, describing various techniques on how to be an excellent teacher, in use by many English teachers.

Gallagher, Elaine and Garcia, Cristina. 2009. "A New CLIL Method", (Chapter 7). *Aplicaciones Didácticas: Consejería de Educación, Junta de Andalucía, CETA, Universidad de Córdoba, SPAIN*.

Gallagher, Elaine. 2013: *Building The Four Basic Skills*. Secretaria de Educación Pública, de Coahuila, México.  
This guidebook provides teachers with background information, activities, and assessments to be used to support the basic four language skills.

Gallagher, Elaine. 2014. *Pedagogy and Psychology in the Classroom*. Landaverde Press, Mexico City.

Gardner, Howard. 1985. *Frames of Mind*. Harper Collins.  
The introduction to Gardner's theory of "Multiple Intelligences".

Goleman, Daniel. 1995. *E.Q. Emotional Intelligence*. Bantam Books.  
Explains the basis of skills to be developed for children to develop and support emotional intelligence.

Good, T. and Brophy, J. 1991. *Educational Psychology: A Realistic Approach*, 4th Edition. New York, Longman.  
This book is used in many universities to prepare teachers. In its 4th edition, it is still current and applicable to our schools.

Harmer, Jeremy. 1985. *The Practice of English Language Teaching*. Oxford University Press. London.  
This is a classic text on how to teach English.

Herrell, A.L., 2000. *Fifty Strategies for Teaching English Language Learners*, Prentice Hall.

Jensen, Eric. 2005. *Teaching with the Brain in Mind*. 2nd edition. ASCD Press. Association of Supervision and Curriculum Development Press.  
This book looks at brain-based teaching and gives concrete examples and ideas on how to connect brain research with curriculum, student achievement, and staff development. It is full of research-based information, mentioning many of the educators listed in this bibliography.

Kagan, S. 1994. *Cooperative Learning*. Kagan Cooperative Learning.

Krashen, S. 2003. *Explorations in Language Acquisition and Use*. Heinemann. Portsmouth, N.H.  
Krashen is one of the world's educational leaders in theories of second language acquisition, the natural approach, and bilingualism. Much of his research, which began in 1984, was incorporated into CLIL philosophy.

Landaverde, José Pedro. 2014. *Rompiendo Paradigmas*. Landaverde Press. Mexico City.

Martorrell, Angel. 2004. *El Camino a Excelencia*. Advanced Methods Corporation. San Diego, CA

Marzano, Roberto. 2003. *Nine Essential Elements to Classroom Success*. ASCD Press. Association of Supervision and Curriculum Development,  
This book gives a simple formula on how to have successful students. The nine elements are highly compatible. The key to success is that the entire staff needs to follow all nine strategies; therefore, staff development and cooperation from the administration will be imperative to implement all 9 of Marzano's recommendations.



Mehisto, P., D. Marsh, M<sup>a</sup>.J. Frigols. 2008. Uncovering CLIL. London: Macmillan.

Robbins, Clive and Nordoff, Paul. 2000. Creative Music Therapy: A Guide to Fostering Clinical Musicianship. Barcelona Publishers.

Schmoker, Mike. 2005. Results Now! Association of Supervision and Curriculum Development: ASCD Press.

This book looks critically at educational practices that waste time, and that do not reach intended goals of teachers and school, directors.

Schmoker continues with suggested solutions so that schools, with strong commitment to excellence, can obtain positive results...now!

Sizer, Theodore R. (1984, 2nd Edition: 2004). Horace's Compromise: The Dilemma of the American High School. Available on Amazon.com or Barnes and Noble.

Sizer, Theodore R. 1992. Horace's School: Redesigning the American High School. Available on Amazon.com or Barnes and Noble.

Sizer, Theodore R. 2004. The Red Pencil. Available on Amazon.com or Barnes and Noble.

Tomatis, Alfred A. 1991. Pourquoi Mozart? Paris, France.

This book is about the use of music therapy in the classroom to both relax and stimulate students' thinking abilities

Vygotsky, L.S. 1962. Thought and language. Cambridge, MA: MIT Press. (Original work published 1934)

Vygotsky, L.S. 1978. Mind in Society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

Wiggins and McTighe. 1998 First Edition; 2005, 2nd Edition. Understanding by Design, ASCD Press. Association of Supervision and Curriculum Development Press.

This book presents ideas for reaching learning goals, by using "big ideas" as a core, then deciding on the "essential questions" to be asked during the lessons, based on Wiggins' "backward by design" model, meaning you have to know where you want to go in order to plan the steps to get there.

"Back-mapping" and a "formal task analysis" are other names for models similar to "backward by design". The goal of these models is the same: to reach understanding of the material being taught.

Wiggins and McTighe, 2004. Staff Development Workbook for Understanding by Design, ASCD Press.

This workbook has designs and templates to use in planning and development of the “learning by design” philosophy / method.

Wong, Harry and Rosemary. The First Days of School. 2nd Edition. 2009. Harry Wong Publications, San Francisco.

This classic book of classroom management ideas that work is now in its second edition. Based on the experiences of 1000's of teachers, the Wongs' text clearly gives examples of how to achieve mastery with students, classroom management skills, and being a “professional educator”.

## Additional Selected Readings

Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.

Gardner, H. (1991, fall). *Intelligence in Seven Phases*. Paper presented at the Centennial of Education at Harvard. Published in the *Harvard Graduate School Alumni Bulletin*, 36, (1), 18-19.

Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.

Gray, H. J., and Viens, J. (1994). *The Theory of Multiple Intelligences: Understanding Cognitive Diversity in School*. *National Forum*, 74 (1), 22-25.

Hatch, T., and Gardner, H. (1990). *If Binet Had Looked Beyond the Classroom: The Assessment of Multiple Intelligences*. *International Journal of Educational Research*, 415-429

Kornhaber, M., Krechevsky, M., and Gardner, H. (1991). *Engaging Intelligence*. *Educational Psychologist*, 25 (3 and 4), 177-199.

Krechevsky, M., and Gardner, H. (1994). *Multiple Intelligences in Multiple Contexts*. In D. Detterman (Ed.), *Current Topics in Human Intelligence*, 4.

Krechevsky, M., and Kornhaber, M. (1993, May). *Multiple Intelligences: Theory and Implications*. Paper prepared for Mind Management 2000 Conference, Zurich, Switzerland.

Krechevsky, M., and Seidel, S. (1998). *Minds at Work: Applying Multiple Intelligences in the Classroom*. In R.J. Sternberg and W. Williams (Eds.), *Intelligence, instruction and assessment*.

Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Walters, J., and Gardner, H. (1985). *The Development and Education of Intelligences*. In F. Link (Ed.), *Essays on the intellect*. Washington, DC: Curriculum Development Associates.

