

PEACEFUL PROCEDURES

A Master Teacher's approach to
peaceful classroom management.



MASTER TEACHER SERIES

Conceived and
written by

**PAT FELLERS and
KATHY GRITZMACHER**

Edited by

RON MARSON

Illustrated by

PEG MARSON

TOPS LEARNING
SYSTEMS

10970 S. Mulino Rd.
Canby OR 97013

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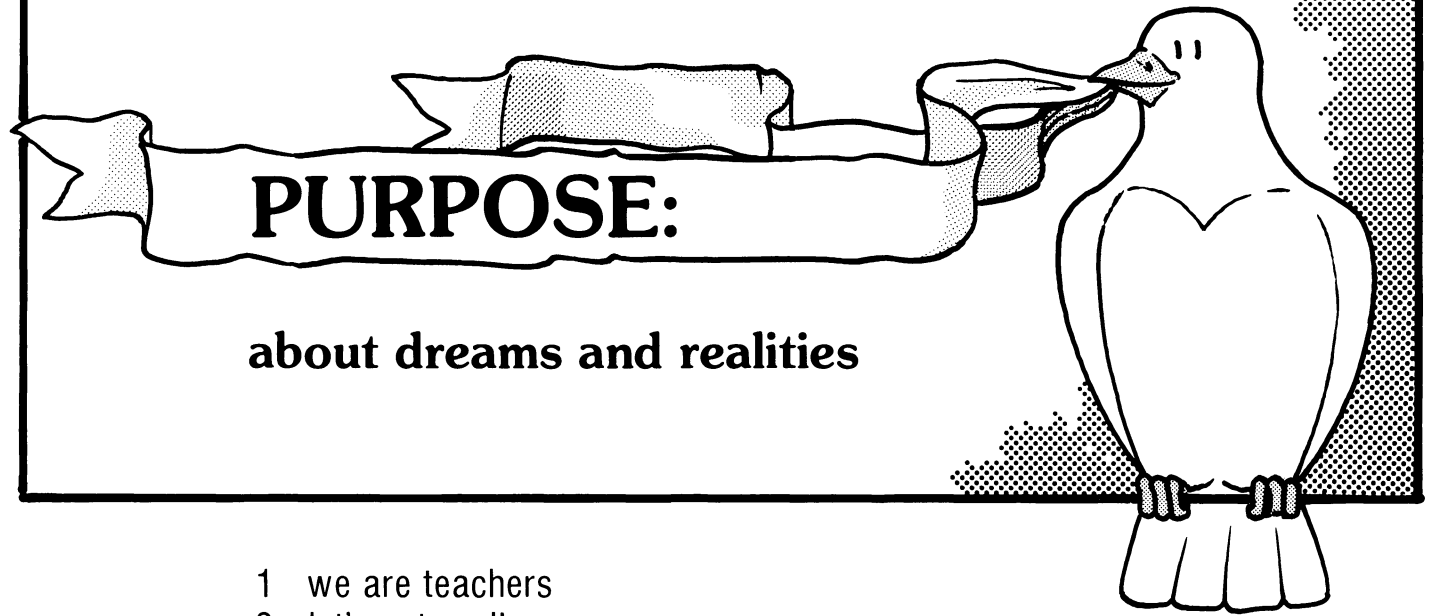
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Chapter One

PURPOSE:

about dreams and realities



- 1 we are teachers
- 2 let's get real!
- 3 peace is possible

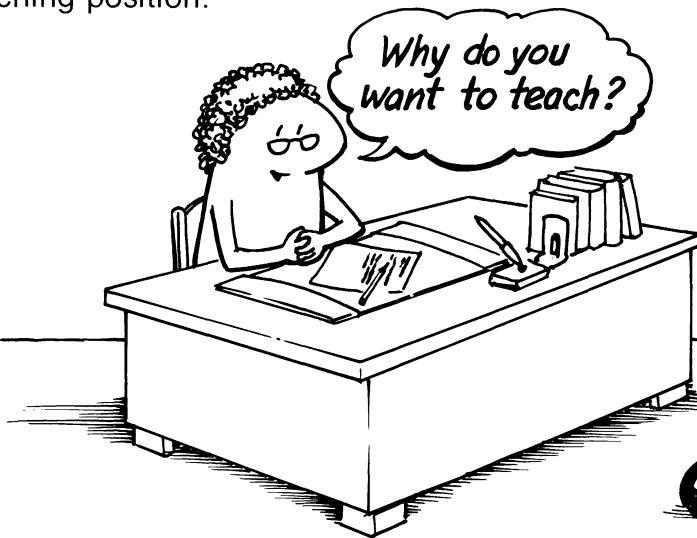
Chapter One

PURPOSE:

about dreams and realities

WE ARE TEACHERS

Typical question in an interview for a teaching position:



Typical answer:



The answer of the teacher who gets hired:

Teachers who get hired first are the ones with a sense of mission. They know who they are and where they are going. They have identified their own special talents and unique gifts. They have decided to share their personal strengths by becoming teachers.

Have you taken an inventory of your own strengths and weaknesses? Would you like to explore your teaching philosophy in depth? If so, please consult book #61 in our Master Teacher Series called **A SUMMER START**. Work through the exercises in chapter 2 — *Understanding Who You Are; Who You Teach*.

We are teachers with purpose. We know ourselves. We know how to help others. We strive, in a spirit of hope, to create a world that knows peace. We are catalysts for positive change. We see the possibility of growth in all aspects of life.

We are teachers, born to share our enthusiasm of history; to inspire a love of books; to be models of acceptance and



tolerance. Ours is a noble profession, a most glorious calling, a . . .



LET'S GET REAL! . . . We can tell what you're thinking, dear reader. Your little voice of idealism is cheering,



But a dissenting voice, let's call it realism, is protesting,

OK. Idealism has had a chance to speak. Now let's hear realism. You want to know what school is *really* like? Read on.

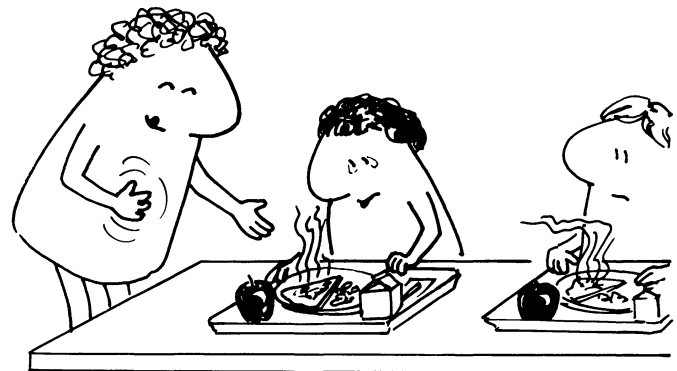
You arrive at school tired from grading papers the night before. A message in your box says, "Call Sarah's mother right away." You glance at your watch. . . , only 30 minutes before your students arrive. You decide to call Sarah's mother now, before you cut the paper for art and run off your math ditto. Ten minutes later, still on the phone, you're trying to explain why it's OK for Sarah to count on her fingers. Finally, you race to the resource room with your art paper in hand only to find the paper cutter has vanished. You change course for the duplicating machine. Four teachers are already in line ahead of you. The opening bell rings and you're ready for a nap.



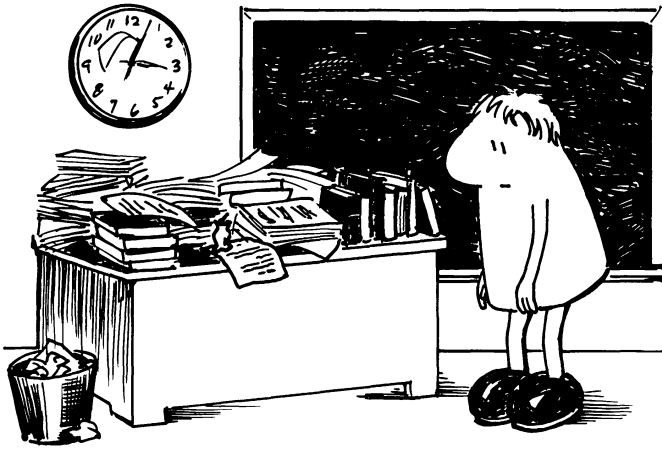
Your students bound into the room. The race to the 3:00 p.m. dismissal bell starts anew. You find that lunch count is off again. (Will we ever get it right?) Math gets off to a promising start only to be sidetracked by Aaron getting sick, and then a fire drill. Betsy sits through her entire taped reading lesson before telling you that her earphones don't work. The art lesson is postponed until you can locate the paper cutter.

Miraculously, noon arrives. It's your turn again (already) for lunchroom duty. The menu calls for fried chicken, but delivery delays require the kitchen staff to improvise. You spend the noon hour trying to convince reluctant consumers that canned tuna fish does indeed belong on top of pizza. You're sure their mothers haven't made it yet only because they can't find the recipe.

Your morning race now slows to an afternoon marathon. Tempers flare during the kickball game again. Story time is interrupted repeatedly by inappropriate behavior. The tuna pizza sits like a big lump in your stomach. (Your stomach hasn't heard about the recipe either.)



The projector bulb blows out in the middle of the science filmstrip. You spend the remainder of the class period struggling to explain photosynthesis without visual aids. Finally the dismissal bell rings out relief.



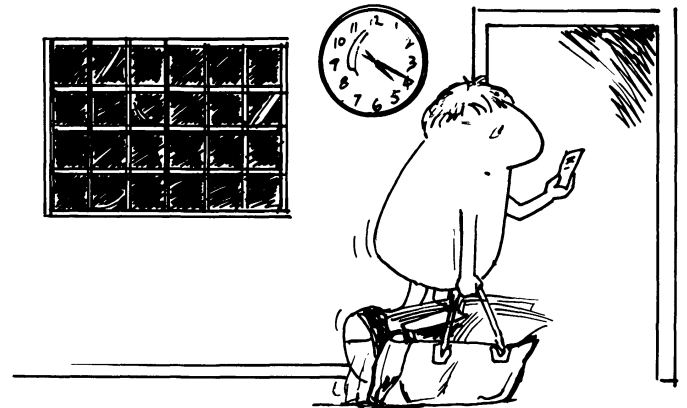
Your students bound back out the door as quickly as they came. You are left alone (at last) in peace. You take a deep breath, then look around for your desk. It was there this morning. . . , oh yes, under the stack of 8 sets of papers to grade and record, 14 paperback book orders, 1 note from Mrs. Green about Jeff's math, and 3 directives from the office concerning curriculum objectives.

You begin to straighten your desk and organize what needs to be done. The intercom reminds you of a fund-raising meeting you must attend in 10 minutes. You sort through the book orders, make a mental note to call Jeff's mother and pack the sets of papers in your bookbag to take home.

An hour later you emerge from the meeting appointed this year's chairperson of Jogathon. You lug your book bag home stuffed with enough papers to keep you up all night. On your way out the door you check your message box. One lonely memo reads, "Call Sarah's mother."

"That's enough," your idealism protests. OK. Never mind the part about falling asleep on the couch and dragging all your papers back to school the next morning uncorrected.

Your idealism insists that it doesn't have to be this way. We agree. As teachers, our mission is more than correcting spelling tests, timing multiplication facts and cutting out art patterns.

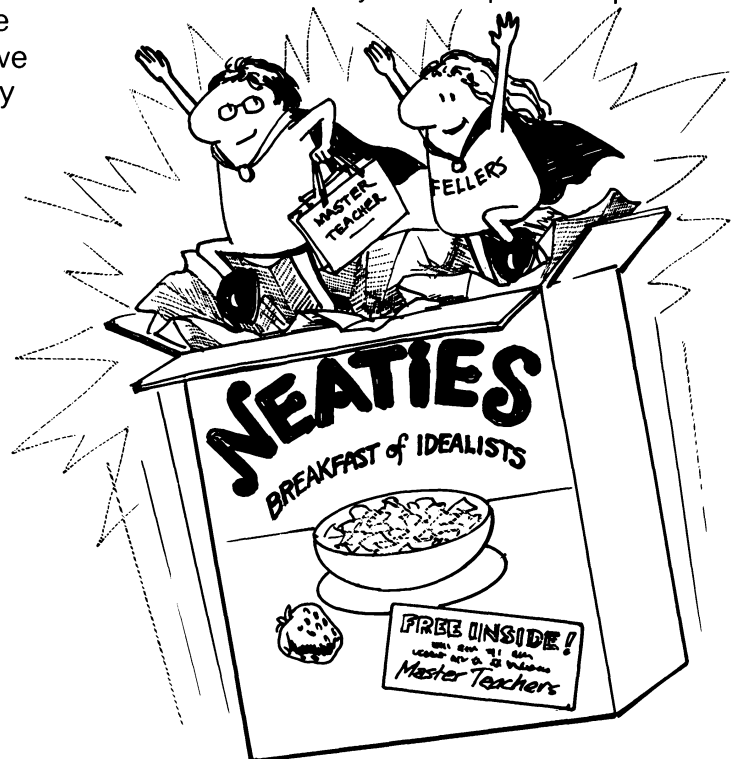


PEACE IS POSSIBLE

Our book is idealistic, to be sure. But it is also real. We will show you how peace is possible within your daily school routine. You can be a credible, accountable teacher and still leave your classroom at 5:00 p.m. with an empty bookbag. The secret is found within an organizational structure that celebrates planning, quality and wholeness.

We didn't find our secrets to successful teaching in a cereal box. No, we survived the tuna-pizza days and learned from our experience. We brainstormed answers to problems we encountered. We evaluated processes and created solutions. After 20 years, we are still part of the classroom scene.

And so we share our findings with you.



specific details. Don't run off enough copies for the next 10 years. As your teaching improves, and you discover better ways of doing things, you'll need to revise your forms as well.

Basic Plan

Our **BASIC LESSON PLAN** can be used in science, math, social studies, art and English. Each space focuses your attention on a separate key element in the lesson planning process.

SOURCE: List instructional materials or text you plan to use. Include page numbers for both teacher and student editions.

SCHEDULE: Specify days and times so substitute teachers can also follow.

CONCEPTS: Here is ample space to define exactly what you expect your students to know by the end of the week. The box labeled "words" lists key *vocabulary* for science, math, social studies or art; *spelling* if you are teaching English.

ACTIVITIES: Use this space to detail how you will teach the concepts you have just defined. List assignments, page numbers, procedures, etc. in

daily order. Add just enough detail to keep you on task and on schedule.

EVALUATION: It is not fair to play testing games with your students. If, for example, you test over obscure facts or compose trick questions, you will only discourage learning and slow the development of study skills. A more credible approach is to define your evaluation strategy *before* you teach, then teach to the test. This makes everyone accountable — students and teacher.

SPECIAL: For science, math or social studies, use this space to define *remedial/enrichment* strategies to help both fast and slow learners in your class. If you teach art, here is the place to define *special procedures*. For English, list *oral assignments* — book reports, special presentations, etc.

MATERIALS: List any items you'll need that are not currently available in class. Note what you need to collect personally and what students can bring from home. This helps move your lessons beyond the lecture/discussion mode into real hands-on learning.

<p>BASIC LESSON PLAN KEY: Constant Information Changing Details</p>		<p>SCHOOL Holy Redeemer</p>
<p>NAME Pat Fellers</p>	<p>GRADE One</p>	<p>SUBJECT ENGLISH</p>
<p>WEEK OF Dec 1-5</p>		
<p>WEEKLY LESSON PLANS</p>		
<p>SOURCE Macmillan English Teacher/Student Text: 41-46</p>	<p>SCHEDULE Daily (10:30-11:00)</p>	<p>ACTIVITIES</p>
<p>CONCEPTS</p> <p>Action words tell what people, animals and things do.</p> <ul style="list-style-type: none"> *Identify action words. *Write action words. *Complete sentences with action words. *Write sentences with action words. 		<p>IDENTIFY action words.</p> <ul style="list-style-type: none"> Write sample sentences on board. . . (ex: Jean jumps.) Pg 42 / FIND action words. Play "Simon Says."
<p>WORDS (Spelling)</p> <ol style="list-style-type: none"> 1. run 2. jump 3. skip 4. read 5. walk 6. eat 7. play 8. hop 9. digs 10. sing 		<p>WRITE action words.</p> <ul style="list-style-type: none"> Review action words/pg 43. Practice sentences on board. Begin Action-Words booklet. Cut pictures from magazines.
<p>EVALUATION</p> <p>Friday's teacher-created test will include:</p> <ul style="list-style-type: none"> *Identify 10 action words. *Complete 5 sentences with action words. *Write 2 sentences with action words. 		<p>COMPLETE SENTENCES with action words.</p> <ul style="list-style-type: none"> Write/read sample sentences on board. Complete pg 45. Correct together. Write class story: "Baking Christmas Cookies."
<p>SPECIAL</p> <p>Story Time (M/W/F)</p> <p>Read "The 3 Pigs," "The 3 Bears," and "The Brementown Musicians."</p> <p>Ask students to identify action words.</p>		<p>WRITE SENTENCES with action words.</p> <ul style="list-style-type: none"> Write animal names on board. List actions. Draw pictures of 2 animals in action; write a sentence about each animal. Play: "Action Add On."
<p>MATERIALS</p> <p>M: Prepare action word cards. T: Students bring magazines/newspapers for action books. W: Bring ingredients for Christmas cookies. T: Get paper for animal drawings.</p>		<p>EVALUATION</p> <ul style="list-style-type: none"> Ask individuals to mime vocabulary words. Give test.

REPRODUCIBLE FORMS

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NAME	GRADE	SCHOOL	47
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WEEK OF	WEEKLY LESSON PLANS	SUBJECT
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SOURCE	SCHEDULE	ACTIVITIES
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CONCEPTS
WORDS

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

EVALUATION

SPECIAL

MATERIALS
