

Thank You Mr. Goodbar

I used to think that teachers were *Nerds*, while I sat in class staring out into the *Milky Way*. I would even try to play *Tic Tac* toe with my friends *Baby Ruth* and *Peppermint Patty* and we'd *Snicker* behind the teacher's back when we thought we had gotten away with it.

One day, though, the reading teacher, *Mr. Goodbar*, came to class. I could feel the *Krackle* of excitement in the air when he walked into the room with his *Carefree* stride. He was such a *Sweetart* and when he was in front of the class, I could feel my 5-year-old heart *Skittle* around in my chest.

Then one day at *Reeces*, I realized that he was just too old for me. I was such an *Airhead*. But anyway, once I got over my *Crush*, he taught me *Good 'n' Plenty* about reading.

Every *Now & Later* I think of *Mr. Goodbar* and realize that he was truly a *Lifesaver* because he cared enough to teach me how to read—he made me feel like a *100 Grand!*

Thank you *Mr. Goodbar* and *Hugs & Kisses* to reading teachers everywhere.

TEACHERS ARE LIKE

FORD.....They have better ideas

COKE.....They are the real thing

GE.....They bring good things to light

PAN AM.....They make the going great

PEPSI.....They've got a lot to give

DIAL SOAP.....They care more, don't you wish everybody did

AVIS.....They try harder

VO-5 HAIRSPRAY.....Their value holds in all kinds of weather

HALLMARK CARDS.....They care enough to give the very best

But most of all teachers are like.....

FROSTED FLAKES.....THEY'RE GREAT!!

Preparing Students to Be Life-Long Learners

Our typical teacher is 40 years old. She has been teaching for 18 years. She started in 1976. The following technology had either not been invented or was not developed for consumer use when she went through her undergraduate studies.

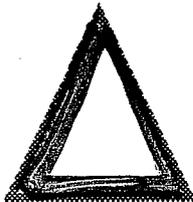
**Calculators
Personal Computers
Portable Computers
Word Processors
Spreadsheets
Data Bases
Laser Printers
Desktop Publishing
Modems
E-mail
Internet
Phone Message Machines
Voice Mail
Cellular Phones
VCRs
CD Players
Fax Machines
Laser Disc Players
Microwaves
Overnight Mail (FEDX)**

Linear Psychology: Predominant Behaviors



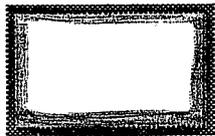
Box

- get things done
- highly organized
- love data and information
- have difficulty making decisions when data is not conclusive
- procrastinate



Triangle

- leaders
- focused at all three corners
- highly confident
- outspoken
- love to tell boxes what to do
- assertive and successful



Rectangle

- a box moving toward a triangle
- transitional
- eager to learn
- open minded
- exciting



Circle

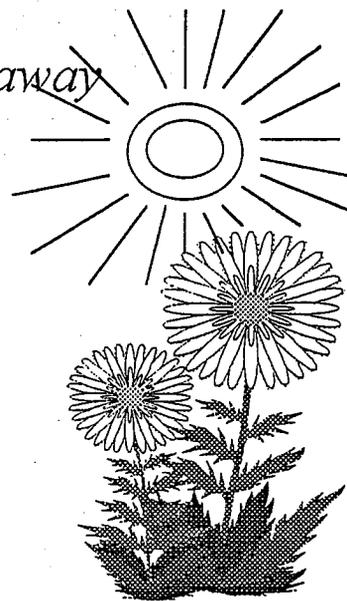
- filled with harmony and peace
- love people
- relationship oriented
- creative thinkers
- have difficulty with triangles



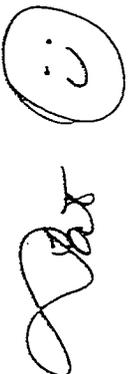
Squiggly Line

- sex craved
- party animals
- overactive imagination
- short attention span
- enjoy helter-skelter life

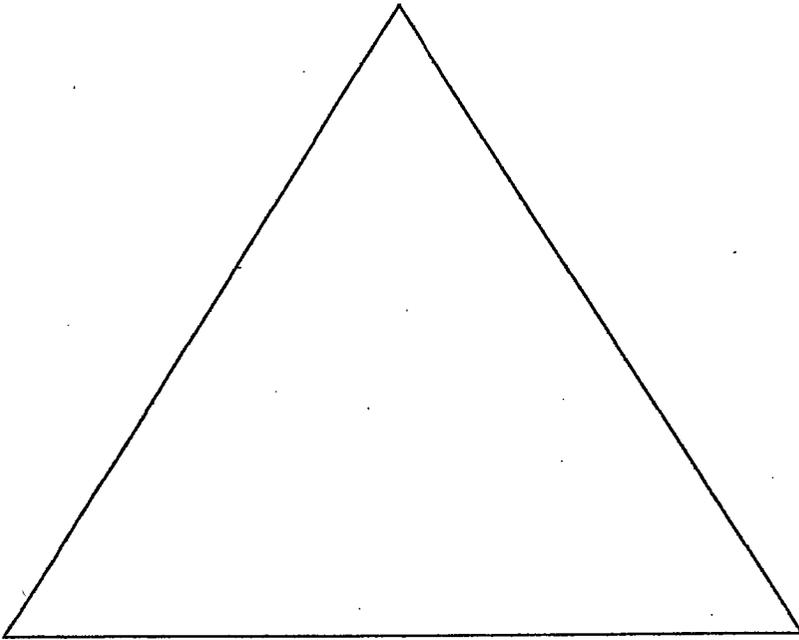
1. What are the buds - the new program just starting that need lots of attention?
2. What are the blooms - programs that are in place but still need tending in order to increase skills or buy-in?
3. What is in full flower - programs in full implementation with results beginning to show?
4. What are the withering flowers - Programs that need no attention or that are about to fall off the tree?
5. Where are the seeds - new ideas or mandates coming in?
6. Where does the energy come from? Where is your sun?
7. What are the "pests" that eat away at the tree?



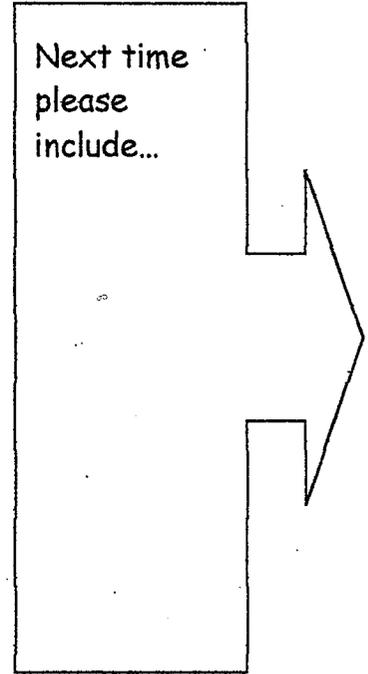
>Who is General Failure and why is he reading my disk?
>
>How come you press harder on a remote-control when you know the battery
>is dead?
>
>Since Americans throw rice at weddings do orientals throw hamburgers?
>
>Why are they called buildings, when they're already finished? Shouldn't
>they be called builts?
>
>Why are they called apartments, when they're all stuck together?
>
>Why do people without out a watch look at their wrist when you ask them
>what time it is? Why do you ask someone without a watch what time it is?
>
>The light went out, but where to?
>
>Why do banks charge you a "non-sufficient funds fee" on money they
>already know you don't have?
>
>Why is it you have a "pair" of pants and only one bra?
>
>Does the reverse side also have a reverse side?
>
>Why is the alphabet in that order?
>
>If the universe is everything, and scientists say that the universe is
>expanding, what is it expanding into?
>
>If you got into a taxi and he started driving backwards, would the taxi
>driver end up owing you money?
>
>What would a chair look like if your knees bent the other way?
>
>If a tree falls in the forest and no one is around to see it, do the
>other trees make fun of it?
>
>Why is a carrot more orange than an orange?
>
>When two airplanes almost collide why do they call it a near miss? It
>sounds like a near hit to me!
>
>Do fish get cramps after eating?
>
>How come "abbreviated" is such a long word?
>
>Why are there 5 syllables in the word "monosyllabic"?
>
>If it's zero degrees outside today and it's supposed to be twice as cold
>tomorrow, how cold is it going to be?
>
>Why do they call it the Department of Interior when they are in charge of
>everything outdoors?

A handwritten signature, possibly "Dax", is written vertically on the right side of the page. Above the signature is a hand-drawn smiley face consisting of a circle with two dots for eyes.

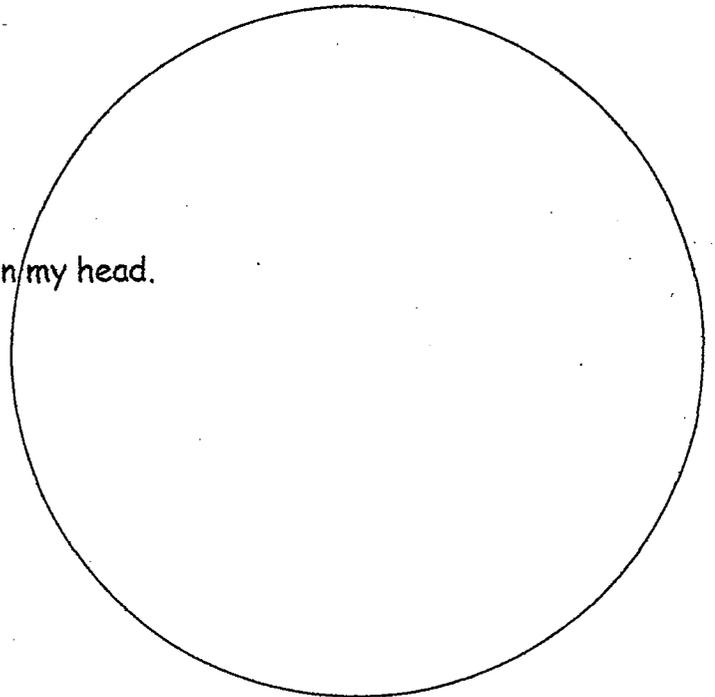
Circle, Square, and Triangle



Three important points to remember



A question going around in my head.



Every aspect of a learning organization- individuals, classrooms, schools, the district, and the community- needs to be dedicated to continual analysis, assessment, and reflection on system practices. The Japanese call this constant state of growth and self-renewal KAIZEN.

- Art Costa, Shifting The Paradigm.

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Pendulum

Karen E. Alexander

1700 to 1850 the pendulum didn't swing
No one questioned the reading method thing
Boys memorized their ABCs, sounded out g-o-o-d
Recited Bible verses like good boys should.

Webster's *Blue-Backed Speller*, published in 1783
Sold millions of copies in the land of the free
Systematic phonics was its clear-cut claim
Followed by McGuffey's famous speller reign.

The later part of the 19th century
Phonics was attacked as the path to literacy
Inspired by Jeffersonian ideals and democracy
Meaning was demanded as we learned to read.

Political essays, the Bible, and metered poetry
Were replaced by rigid readers to match ability
Web's *New Word Method* was a faint scream
The reading pendulum slowly began to swing.

Few took Web's whole word method seriously
For decades it remained a controversial mystery
Until the roaring 20s, with phonics declared dead
The whole word method became *the word* instead.

Gates's *New Words in Elementary Reading* made history
Five or six words a day were mastered by sight
or memory
Look-say readers emphasized meaningful comprehension
Claiming by Grade 3, 1,178 words in memory retention.

In the 50s, whole word was the method that reigned
And Dick, Jane, and old Spot were household names
We ran, ran, ran, and we hopped, hopped, hopped
For 40 years, Dick and Jane controlled our thoughts.

While we were run, run, running at look and say speed
Rudolf Flesch was screaming *Why Johnny Can't Read*
Flesch begged us to go back to phonics instruction
Preaching the whole word would be our destruction.

By the 1960s the Great Debate was in full swing
Yet the pendulum began to balance some it seems
Basals obliged conflicting reading method views
Offering phonics, whole word, and comprehension cues.

Whole language was a faint echo in the 1970s
Authenticity was this grass-roots movement's plea
A few whole language purists even proclaimed
Fonics the *F* word, and its name they defamed.

Through the 80s we focused on "constructing" meaning
On community, authenticity, and multicultural reading
We contemplated cooperative learning and collaboration
The pendulum swung left, too far for a polarized nation.

Now the 90s, the Great Debate is baptized with fire
Becoming a political platform of backlash and crossfire
California and others mandated phonics and more
Naming whole language the culprit for low test scores.

The pendulum appears to swing back to the right
With *Johnny Can Spell* and a back to basics bite
With policy dictated not by teachers but politicians
Reading has been left in a compromising position.

What reading agenda will the 21st century sing?
Who will determine where the pendulum swings?
Let's assure it's professionals of reading education
Collaborating and campaigning for a literate nation.

Alexander teaches reading education courses at Eastern New Mexico University in Portales, New Mexico, USA.

**I'm trying hard to learn to read
But what's a kid to do
When there's a NO and a GO and a
SO and a HO
And then there's a word like TO!**

**Reading BONE and CONE and LONE
and TONE
Can almost be kind of fun,
But I get upset when I have to
believe
That D-O-N-E spells DONE!**

**It's plain to see a kid like me
Sure needs a helping hand.
No matter how much I really try
I just don't understand.**

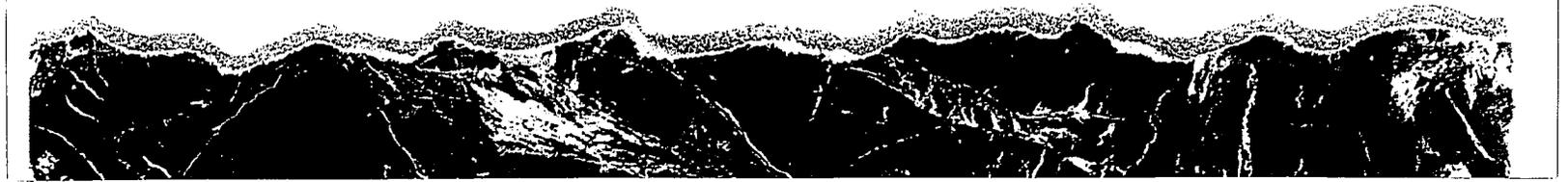
**I'm trying hard to learn to read.
Somehow that's what I'll do.
But for now if you'll just read to me
Someday I'll read to you.**

done



“Rules for Living”

by Gen. Colin Powell

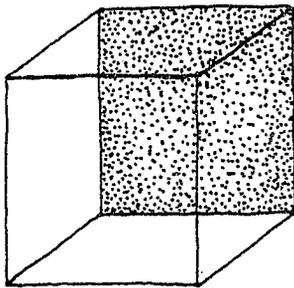
- 1. It ain't as bad as you think. It will look better in the morning.**
 - 2. Get mad, then get over it.**
 - 3. Avoid having your ego so close to your position that when your position falls, your ego goes with it.**
 - 4. It can be done!**
 - 5. Be careful what you choose. You may get what you ask for.**
 - 6. Don't let adverse facts stand in the way of a good decision.**
 - 7. You can't make someone else's choices. You shouldn't let someone else make yours.**
 - 8. Check small things.**
 - 9. Share the credit.**
 - 10. Remain calm. Be kind.**
 - 11. Have a vision. Be demanding.**
 - 12. Don't take counsel of your fears or naysayers.**
 - 13. Perpetual optimism is a force multiplier.**
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☺ "WORKING TOGETHER WORKS" ☻

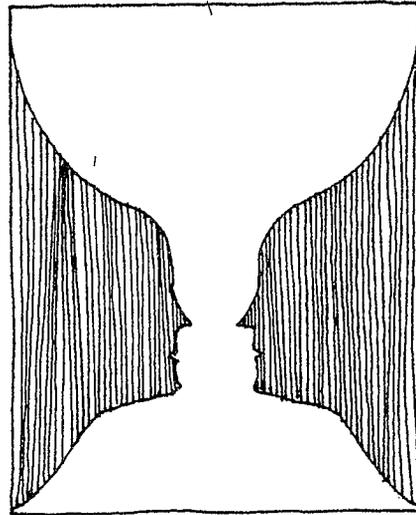
Working together can never be a policy.
It can only be an idea.
It can never be a code of rules.
It can only be a way of looking at the world.
We can say, "This is mine," and be good,
or we can add, "This is ours," and become better.
We can think, "I do my share," and be satisfied,
or we can ask, "Can I do more?" and become prosperous.
We can work alongside each other and function,
or we can work with each other and grow.
As we have.

Our country's history
makes it clear that combining all efforts into one
has been the only way to achieve
that progress and that strength we take such pride in...
pride not only in what we've achieved
but pride in knowing that we've achieved it together,
with our own work and our own visions.
That's really the key.
Because when all is said and done,
working together doesn't only
bring out the best in all of us,
it brings out the best
in each of us.

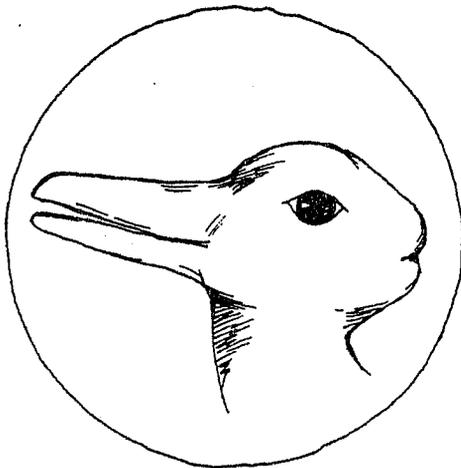
Some illusions can be looked at two different ways. Look at each for a bit. You will switch back and forth from seeing one thing to another.



Is the shaded side inside or outside?



Do you see the profiles first or the goblet?

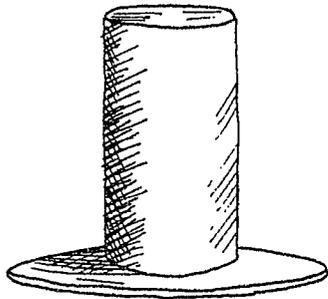


Which is easier for you to see — the rabbit or the duck?



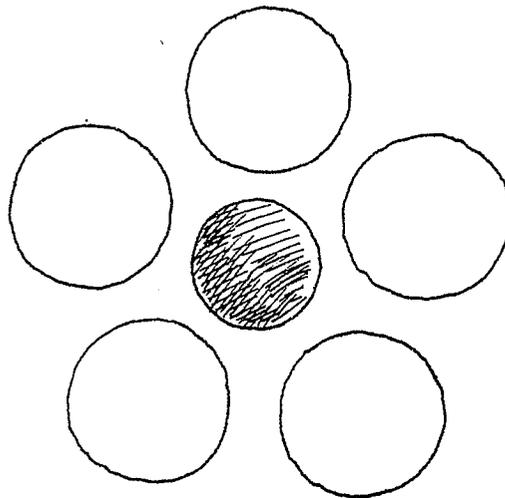
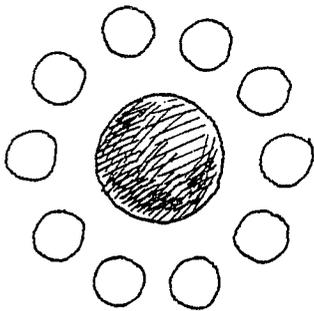
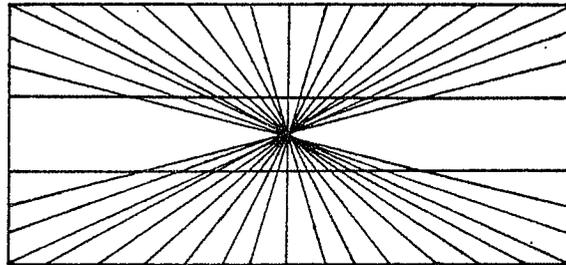
Can you find both the old woman and the young woman?

Some look like something they aren't. You can prove it to yourself.

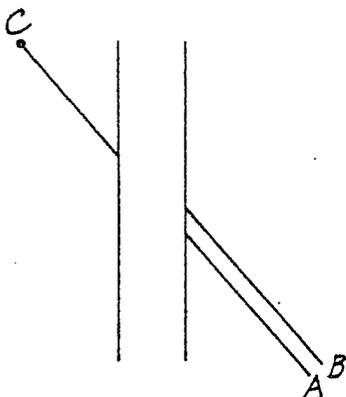


Is the hat taller or wider?

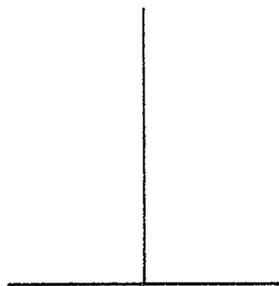
Are the curved lines curved?



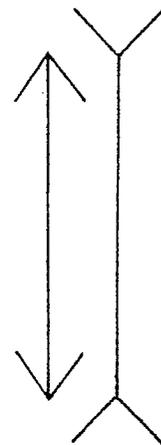
Which shaded circle seems bigger? Is it?



Which makes a straight line to point C— line A or line B?



Which line seems longer?



Which vertical line looks longer?

PEOPLE HUNT

Self

Friend

1. Favorite structure		
2. Best time of day		
3. Structure I can't figure out		
4. I'm using my spare time to...		
5. Structure my students like		
6. Favorite ice cream		
7. Structure I'm avoiding		
8. Dream car		
9. Ten minute presentations are...		
10. Favorite dessert		
11.(Fill in)		
12.(Fill in)		
13.(Fill in)		
14.(Fill in)		
15.(Fill in)		

Lessons from Geese

FACT 1:

As each goose flaps its wings it creates an "uplift" for the birds that follow. By flying in "V" formation, the whole flock adds 71% greater flying range than if each bird flew alone.

LESSON:

People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another.

FACT 2:

When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.

LESSON:

If we have as much sense as a goose we stay in formation with those headed where we want to go. We are willing to accept their help and give our help to others.

FACT 3:

When the lead goose tires, it rotates back into the formation and another goose flies to the point position.

LESSON:

It pays to take turns doing the hard tasks and sharing leadership. As with geese, people are interdependent on each other's skills, capabilities and unique arrangements of gifts, talents or resources.

FACT 4:

The geese flying in formation honk to encourage those up front to keep up their speed.

LESSON:

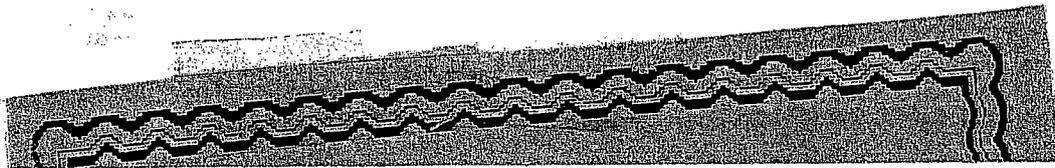
We need to make sure our honking is encouraging. In groups where there is encouragement, the production is much greater. The power of encouragement (to stand by one's heart or core values and encourage the heart and core of others) is the quality of honking that we seek.

FACT 5:

When a goose gets sick, wounded, or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it dies or is able to fly again. Then they launch out with another formation or catch up with the flock.

LESSON:

If we have as much sense as geese, we will stand by each other in difficult times as well as when we are strong.



IF NOT TEACHING - WHAT WOULD YOU DO?

1. One person at the table is selected to collect the anonymous statements, shuffle them answer side up, and mark them as A., B., C., D., or E.

2. The challenge is to find out how well we have come to know each other in these sessions.

3. The two questions are:

#1. If you were not teaching, what do you realistically think you would be doing?

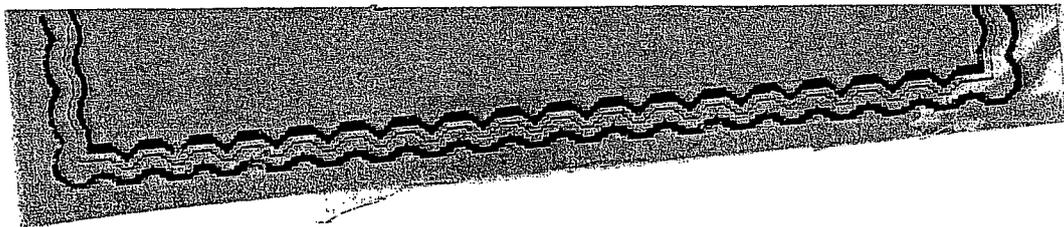
#2. If you were not teaching, what would be the dream job or situation you would want?

As the responses are read, make your best guess as to which person wrote each set of responses.

A. _____ B. _____ C. _____

D. _____ E. _____ F. _____

4. When every one has finished, please identify the person who has the most correct answers. This person is to be revered as "the best judge of character" at your table.



Short Stories

The most important question:

During my second month of nursing school, our professor gave us a pop quiz. I was a conscientious student and had breezed through the questions, until I read the last one: "What is the first name of the woman who cleans the school?" Surely this was some kind of joke. I had seen the cleaning woman several times. She was tall, dark-haired and in her 50's, but how would I know her name? I handed in my paper, leaving the last question blank. Before class ended, one student asked if the last question would count toward our quiz grade. "Absolutely," said the professor. "In your careers you will meet many people. All are significant. They deserve your attention and care, even if all you do is smile and say 'hello'. "I've never forgotten that lesson. I also learned that her name was Dorothy.

The Obstacle in our Path:

In ancient times, a king had a boulder placed on a roadway. Then he hid himself and watched to see if anyone would remove the huge rock. Some of the king's wealthiest merchants and courtiers came by and simply walked around it. Many loudly blamed the king for not keeping the roads clear, but none did anything about getting the big stone out of the way. Then a peasant came along carrying a load of vegetables. On approaching the boulder, the peasant laid down his burden and tried to move the stone to the side of the road. After much pushing and straining, he finally succeeded. As the peasant picked up his load of vegetables, he noticed a purse lying in the road where the boulder had been. The purse contained many gold coins and a note from the king indicating that the gold was for the person who removed the boulder from the roadway. The peasant learned what many others never understand. Every obstacle presents an opportunity to improve one's condition.



Why are misers good math teachers?

They know how to make every penny count.

What kind of tree does a math teacher climb?

Geometry.

What do you have to know to get top grades in geometry?

All the angles.

What kind of pliers do you use in arithmetic?

Multipliers.

TEACHER: Vincent, if you had one dollar and you asked your father for another, how many dollars would you have?

VINCENT: One dollar.

TEACHER (*sadly*): You don't know your arithmetic.

VINCENT (*sadly*): You don't know my father.

FIFTEEN THINGS YOU'LL NEVER HEAR A TEACHER SAY

1. "Our principal is soooooooooo smart. No wonder he's in administration!"
2. "Thank goodness for these evaluations. They keep me focused."
3. "I'd like to see Red Lobster offer a meal like this!"
4. "I can't BELIEVE I get paid for this!!!!"
5. "Here class, just put all your gym shoes in this box next to my desk."
6. "I bet all the people in our administration really miss teaching!!"
7. "Gosh, the bathroom smells so fresh and clean!"
8. "It must be true; the superintendent said so!"
9. "I think the discipline around here is just a LITTLE too strict!!"
10. "It's Friday already???????"
11. I believe schools would run better if only a few more ex-coaches would go into administration.
12. This in-service training has just been fabulous.
13. I believe that athletics are not getting enough money.
14. We'd be able educate our children if they would let us teach through June too.

The Carpenter

An elderly carpenter was ready to retire. He told his employer-contractor of his plans to leave the house-building business and live a more leisurely life with his wife enjoying his extended family. He would miss the paycheck, but he needed to retire. They could get by.

The contractor was sorry to see his good worker go and asked if he could build just one more house as a personal favor. The carpenter said yes, but in time it was easy to see that his heart was not in his work. He resorted to shoddy workmanship and used inferior materials.

It was an unfortunate way to end his career. When the carpenter finished his work and the builder came to inspect the house, the contractor handed the front-door key to the carpenter. "This is your house," he said, "my gift to you."

What a shock! What a shame! If he had only known he was building his own house, he would have done it all so differently. Now he had to live in the home he had built none too well.

So it is with us. We build our lives in a distracted way, reacting rather than acting, willing to put up less than the best. At important points we do not give the job our best effort. Then with a shock we look at the situation we have created and find that we are not living in the house we have built. If we had realized that we would have done it differently.

Think of yourself as the carpenter. Think about your house. Each day you hammer a nail, place a board, or erect a wall. Build wisely.

It is the only life you will ever build. Even if you live it for only one day more, that day deserves to be lived graciously and with dignity.

The plaque on the wall says, "Life is a do-it-yourself project."

Time Management

One day an expert in time management was speaking to a group of business students and, to drive home a point used an illustration.

As he stood in front of the group of high powered overachievers he said, "Okay, time for a quiz." Then he pulled out a one-gallon, wide mouth mason jar and set it on the table in front of him. Then he produced about a dozen fist-sized rocks and carefully placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside he asked, "Is this jar full?"

Everyone in the class said, "Yes".

Then he said, "Really?" He reached under the table and pulled out a bucket of gravel. Then he dumped some gravel into the space between the big rocks. Then he asked the group once more, "Is the jar full?" By this time the class was on to him. "Probably not," one of them answered. "Good!" he replied. He reached under the table and brought out a bucket of sand. He started dumping the sand in the jar and it went into all of the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?" "No!" the class shouted.

Once again he said, "Good." Then he grabbed a pitcher of water and began to pour it in until the jar was filled to the brim. Then he looked at the class and asked, "What is the point of this illustration?" One eager beaver raised his hand and said, "The point is, no matter how full your schedule is, if you try really hard you can always fit some more things into it."

"No," the speaker replied, "that's not the point. The truth this illustration teaches us is: If you don't put the big rocks in first, you'll never get them in at all." What are the 'big rocks' in your life? Time with your loved ones? Your faith, your education, your dreams? A worthy cause? Teaching or mentoring others? Remember to put these **BIG ROCKS** in first or you'll never get them in at all. So, tonight, or in the morning, when you are reflecting on this short story, ask yourself this question: What are the 'big rocks' in my life? Then, put those in your jar first.

ENERGY

Chopstick/Food Chain

by: David J. Larwa

When you eat a hamburger, digestion starts as soon as you begin to chew. The digestive process of the hamburger continues in the esophagus, stomach, small intestine and the large intestine. All parts must work together to ensure the body receives the proper nutrients.

Exploration: Chop-Chop

You Need:

- chopsticks (1 set per person)
- bag of mini-marshmallows
- bag of lima beans
- bag of pinto beans
- cup (one per team)
- small paper plate (one per team)

1. Place 20-30 pieces each of marshmallows, pinto, and lima beans on the plate. Next to the plate put one cup.
2. Have one pair of chopsticks for each student.

Directions:

Place the students in cooperative groups of four to five. Allow the students five minutes to learn how to use the chopsticks. After this practice time, have the students number themselves from 1 to 5. The first person gets the plate of food and the last person has the cup. When the instructor says, "Start," the first person picks up a piece of food with the chopsticks and places it in front of the person next to him. He in turn passes the food on to the next person, and so on. The last person picks up the food item and places it into the cup.

Interpret your results:

- The team with the greatest amount of food lives to the next day.
- Change the rules by announcing at the end a point value to each food item.
- Discuss cooperation, team building.
- Discuss how all parts of any system must work together.
- Was the activity fair? How would you change the rules?
- How does this activity model the idea of "system" in digestive system?