

# **How To Be A Great Teacher To All Your Students**

Presented by

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“Inspire Greatness In Children!”

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## **5 Big Ideas Addressed**

1. Energy and Excitement

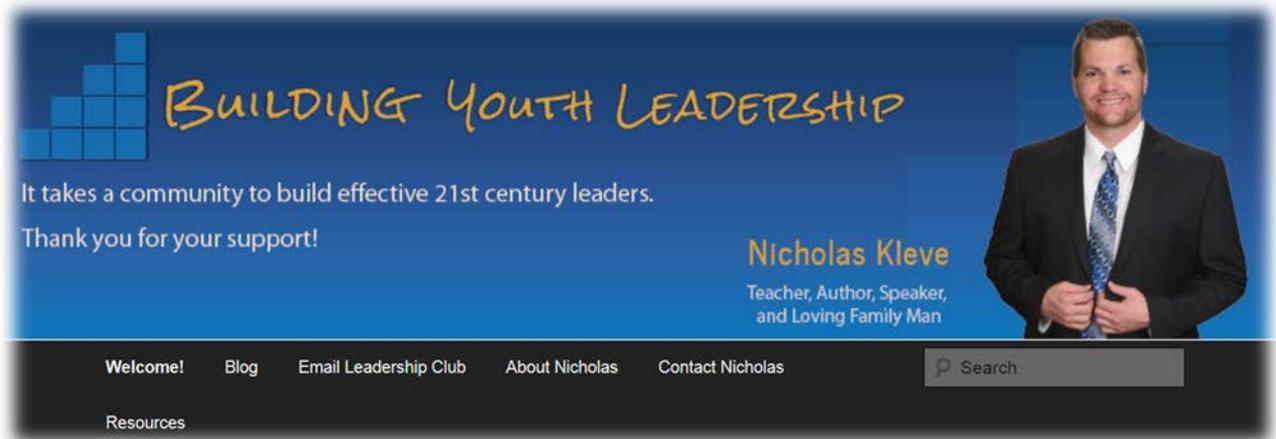
2. Mind and Body Connection

3. Creative Learning

4. Cross-The-Curriculum Instruction

5. Parents and Community Members

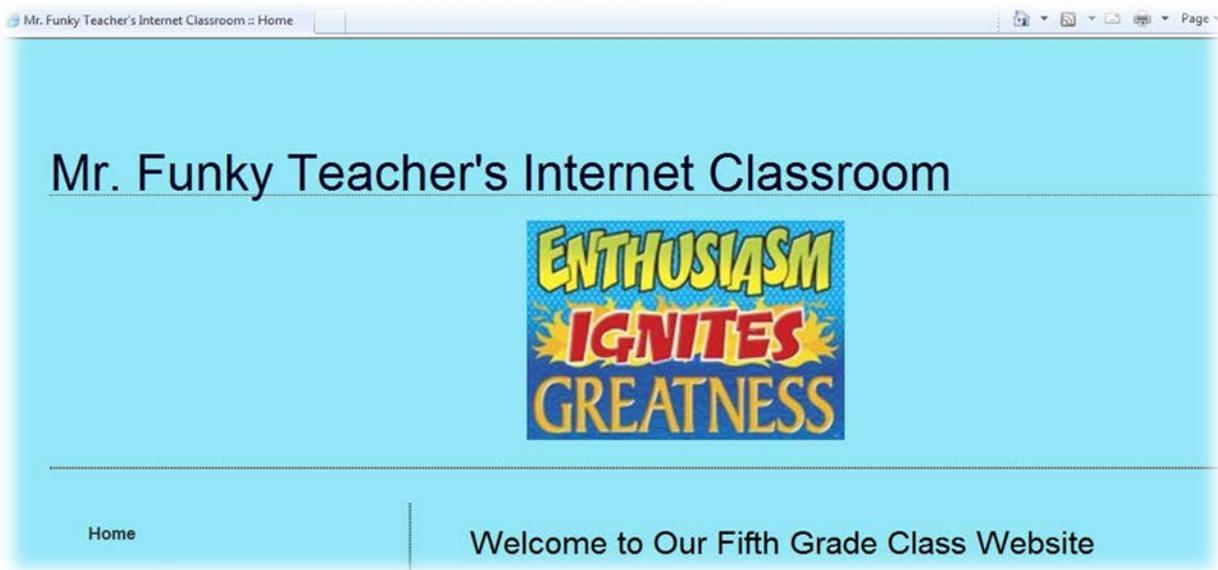
## *My Leadership Success Website For Parents and Their Children*



[www.buildingyouthleadership.com](http://www.buildingyouthleadership.com)

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## *My Classroom Website For My Fifth Grade Students*



[www.mrfunkyteacher.com](http://www.mrfunkyteacher.com)

# Referee Punctuation

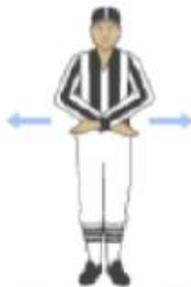
by Kim Bearden

To use in the classroom:

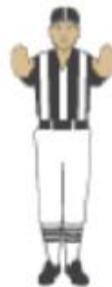
- Students stand behind their chairs.
- The teacher puts sentences that aren't punctuated on the board.
- We read the sentences aloud together. When punctuation is needed, the students stomp one foot and then make the signal that corresponds to the needed punctuation.



Parenthesis



Underline/  
*Italics*



Period



Colon



Apostrophe



Capital  
Letter



Exclamation  
Point



Question  
Mark



Quotation  
Marks



New  
Paragraph



Comma

*Semi-colon Not Shown*

**The information from the next 5 pages is directly borrowed from Kim Bearden's Keynote speech handout: "How to Have a Creative Classroom" (11/31/10) in Atlanta, GA**

**Lesson Ideas:**

**Songs About Academic Content**

Select a song you'd like to use, and download the lyrics on Google. Rewrite the lyrics, replacing them with rhyming poetry with the same number of syllables. This is a skill that can be learned, and it gets easier with practice! (To help with rhyming, try using [www.rhymezone.com](http://www.rhymezone.com).) My song lyrics are available on the Great American Teachers' Club website: [www.greatamericanteachersclub.com](http://www.greatamericanteachersclub.com).

**A Symphony of Skills**

Obtain noisemakers/instruments from the music department or a party supply store. Assign different noisemakers to different parts of speech, types of punctuation, etc. Read sentences aloud that have not been punctuated; the students should play the instruments for 2 seconds each time their assigned concept or skill is read. This strategy could also be used with categorizing shapes, equations, animal classifications, vocabulary terms or other concepts.

**A Twist on Multiple Choice Worksheets**

Take any multiple-choice worksheet that you would normally use, and change the answers so that when the student is finished, the answers will be the notes to a simple song. For example, a student's answers might be c c g g a a c f f e e d d c. (This would be "Twinkle, Twinkle, Little Star.") After the students have completed the worksheet, allow them to "check" their answers on inexpensive keyboards or xylophones. One can also Google online + keyboard to find several free websites where students can "play" their answers.

**Board Games**

Create generic game boards with several spaces. Dice can be purchased at most discount superstores. For game piece markers, use different-colored pieces of paper or caps from dried-out markers. Give students different tasks to complete, based on the number rolled on the dice. If the student answers the task correctly, he/she advances his marker that many spaces on the game board. For example, when studying verbs, the categories could be as follows:

*Roll*

- 1 Write a sentence in the present tense.
- 2 Write a sentence in the past tense.
- 3 Write a sentence in the future tense.
- 4 Write a sentence in the past perfect tense.
- 5 Write a sentence in the present perfect tense.
- 6 Write a sentence in the future perfect tense.

Another idea: make a paper spinner with categories around a circle. The student places a paperclip in the center of the circle, places a pen in the loop, and flicks the paperclip to spin. One can also make a spinner with numbers on it, and the student can complete the number he spins on a worksheet or in the textbook. The options for games are endless—try to think of creative ways to implement them in your classroom. If done well, your students will practice reviewing the content while learning to work cooperatively at the same time.

**The Timer Game**

Ask the students to stand in a circle and pass a kitchen timer clockwise while answering an open-ended question. (This works especially well with sentence slotting and multiplication tables.) If the student gives the wrong answer or if the timer rings, he/she must sit down. The student must also sit down if he/she repeats a previously given answer. Each time the buzzer rings, give the students a new question or task. The last student standing is the winner.

## **Kaboom!**

1) I found this game online, but it is one of my students' all-time favorites. To prepare the game:

--Make Kaboom cans out of tennis ball or Pringles cans. (You will need one can for each group of 3-4 students.)

--Using a paper cutter, cut a worksheet into strips with one question on each strip.

--Cut 5 strips that say "Kaboom!" on them. (These should look just like the sentence strips—you don't want them to be easily recognized.)

--Place all the strips in a can. A good ratio is about 25 questions to 5 Kaboom strips.

2) One at a time, each student selects a strip and answers a question. If the student answers it correctly, he/she keeps the strip. (This is worth one point.) If he answers it incorrectly, he places it back in the can.

3) Players rotate in a circle answering questions and earning points. If a student draws a Kaboom strip, he must place all of his strips back into the can. When the teacher calls "Time," the player with the most strips wins. (I usually call time after 15 minutes.)

4) Another variation: place strips with numbers instead of questions on them in the can. When a player draws a number, he answers that number on a worksheet or in a textbook.

## **Vocabulary Swat**

Write vocabulary words/terms on your whiteboard. (Make sure you scatter them randomly.) Call students up in groups of 3-4. Give each student a fly swatter, and ask each student to stand behind the start line. (I make this on my floor with masking tape.) Give students a definition or question. Students must then race to "swat" the answer by covering it with the flyswatter. The first student to cover each word gets a point. (This also works well with math; write numbers instead of terms.)

## **PowerPoint Templates**

Download templates for *Who Wants to Be a Millionaire*, *Hollywood Squares*, and *Jeopardy* at <http://jcschools.net/tutorials/PPT-games/>. These are great for content review. It is important to alter these games so that every child can participate. For example, when playing *Who Wants to Be a Millionaire*, every child in my class must hold up an index card with the answer. However, one student from each group is in the "hot seat" for each round, and he/she can earn cash for the group.

## **Other Classroom Competitions**

Hold long-term (2-3 week) competitions that require students to work in teams throughout a specific academic unit. At the end of the competition, allow students to win a simple prize, such as 3-5 pts on a test, a homework pass, etc. Here are some examples of things I've done in my language arts classes:  
*Survivor*: Students were divided into tribes during a unit of study, and I let the students name their tribes. Together we decided on awards/incentives that the winning tribe would receive, and we clearly outlined the rules and how the students would receive points. (Students in my classes received points for completing homework, completing *Daily Oral Language*, and winning in cooperative grammar games.) We kept the tribes cores posted and updated them each day. At the end, the winning tribe won Immunity Passes (homework passes).  
The All-Star Punctuation Bowl: Students competed for yardage to win, and progress was posted on a huge football field on the wall.  
The Pronoun World Series: Students earned single, double, or triple plays; they could even win homeruns. At the end of the series, the team with the most runs won.

## **The Human Graph**

Engage students in meaningful debates by creating a human graph. Ask students to stand in a straight line in the middle of the classroom—this is the neutral position. Tell students that you are going to give them a topic/statement. If the student agrees with you, he/she will step to the left. If he disagrees with you, he will step to the right. How far the student steps should correlate with how strongly he/she feels. Students should then be asked to give facts/statements that support their opinions. After everyone has been heard, students are asked if they would like to move and why. This strategy opens up discussion in a structured way that encourages students to stand up for what they believe in while still respecting the opinions of others.

### **Multiple Intelligence Task Cards**

Put students in groups. Give each group the academic content that they will teach to the class. Also give each group a task card with options for how they will present their information. Some possibilities:

- Write a poem about the selection.
- Create a cheer about the characters or an event.
- Draw a mind map illustrating the key points that occurred.
- Design an advertisement that entices others to buy a copy of the selection.
- Write and perform a song or rap.
- Dramatize your favorite scene.

Give the students 20 minutes to prepare the lesson they will teach to the class. Important note: I limit the number of choices I give if the students haven't done this activity before. I am also very specific about the content they present; I tell them how many facts, definitions, etc. they must include in their lesson.

### **Spray Mount**

Spray Mount is a temporary adhesive that changes regular paper into a huge Post-it note. Spray it on bulletin board paper, and your students will be able to move index cards, sentence strips, or other pieces of paper. This is great for categorizing parts of speech, verb tenses, punctuation marks, types of sentences, equations, vocabulary words, etc. The spray can be purchased at Office Depot, Office Max, or art supply stores like Michael's.

### **Black Lights**

Hang black paper and spray it with Spray Mount. Next, set up black lights that shine on the paper. On neon copy paper, print key ideas or concepts. Wear white gloves to draw attention to your hands. After students are seated, turn off the overhead lights and begin the lesson. Students will be completely mesmerized as your concepts float across the paper and glow!

### **Television Scrolls**

Take the back out of an old television set, and remove the glass. Drill holes on each side of the screen, and place a dowel in each hole. Have the students create scrolls that depict key ideas or concepts, and attach the scrolls to the dowels. The students then share their work as they roll it across the television screen. This is a wonderful way to illustrate storylines, timelines, and more.

### **Funeral for Dead Words**

Hold a funeral for tired, overused words that should not appear in the students' writing. Explain that the words died from exhaustion. Place the words on fictional tombstones and hang them on the wall as you solemnly play Chopin's "Funeral March." Next, ask the students to create lists of words that are relatives of the dead words and can live on in their place. Note: Be sure to make this a humorous activity, not one that is morbid or scary.

### **Grammar Police**

Train your students to be grammar police officers who can issue citations for poor grammar, usage, expression, mechanics, etc. I teach editing skills by pretending we are at the Grammar Police Academy—I even dress like an officer, play the theme music from Cops, and fill the classroom with flashing blue lights. It is a fun way to spice up peer editing.

### **Ikeepbookmarks.com**

Make bookmarks for your students that can be accessed by any computer by using this free website. It's one of my favorites!

### **Fashion Extravaganza**

Divide the students into cooperative groups where they create and design their own fashion lines of silly and bizarre clothing. (This past year's fashion lines included everything from Cardboard Boxwear to Full Contact Tennis Apparel.) The groups name their companies and design their logos and advertising campaigns. After studying advertising techniques and the descriptive language used in catalogues and advertisements, the students produce fictional websites to market their products.

Next, the students write fashion show scripts. Using vivid details, each group describes their apparel. At the Fashion Extravaganza, the students practice public speaking skills as they read the detailed descriptions of each ensemble and model their designs on the catwalk.

## Digital Cameras

After students read a selected piece of literature, have them select five or six key scenes from the story. Ask the students to depict each scene by posing in a way that dramatizes it. (This is called a tableau.) Take a picture of each scene with a digital camera and have the students create a children's storybook on PowerPoint. Then, ask the students to teach the story to the class. This strategy also works well with historical events and how-to books.

## Pen Weekly News Blast

Stay current on research, educational news, and grant opportunities with this free weekly e-newsletter. It is another one of my favorite things! To subscribe, go to [www.publiceducation.org](http://www.publiceducation.org) and follow the instructions in the lower left-hand section of the homepage.

As a side note...

When teaching a lesson, always be prepared to articulate why you are teaching it with the strategies you have chosen. Let's face it—if you are engaging your students in innovative lessons, there will be some who will question you. Some will say you are just playing. Others will accuse you of ignoring the curriculum. Still others will say your classroom is just plain loud. While there are some who may never understand your methods, there are others who simply need an explanation. Give it to them—you might even transform them in the process.

In order to articulate your purpose, be well read. Stay current on educational research. Take time to reflect on your teaching to make it better, and always ask yourself if your philosophy is being implemented in your classroom. In other words, do you teach the way you believe that you should be teaching based on what you know about meaningful instruction?

## Immersion Ideas:

- Transform the room into a beach or a storm when writing poetry or descriptive paragraphs. Use beach chairs, towels, music, sounds of waves, buckets filled with sand, leis and suntan lotion to get the full effect.
- Share poetry at your own coffeehouse. Ask students to perform poetry from memory. Teach the history of beat poetry, play bongos, and consume cookies and chocolate milk.
- Read narratives around the campfire at your own campsite—use artificial trees, tents, and sleeping bags to make the room come alive. Use sound effects from nature, and roast marshmallows around a fake campfire. (Halloween cauldrons surrounded by firewood work great.) Use flashlights so that students can see their work.
- Hang paper columns from the ceiling and line your walls with white paper or sheets when studying mythology to turn your classroom into Mt. Olympus. Dress students in sheets with rope belts, fan them with fake leaves, feed them grapes, and use a fog machine to give a magical ambience.
- Create an Italian restaurant to review punctuation: Punctuation's. Have the students use pasta to punctuate the sentences they are given. Use checkered table clothes, plastic vases with flowers, and Italian music to set the tone. Make a "whine" list of things the students whine about, and serve the students several courses. At the end, teach a math lesson about the check, the tip, etc.
- Create a Chinese restaurant to review gerunds: The House of Ing. Ask students to categorize paper noodles into gerunds used as subjects, direct objects, indirect objects, and predicate nominatives. Place the "noodles" into Chinese restaurant boxes, and require the students to use chopsticks to move them around on the platters. (This can also be done with the House of Ly—a lesson on adverbs.)
- Change your room into a hospital emergency room, and operate on grammarians who have lost their parts of speech. Hang sheets as dividers for different operating rooms, and assign the doctors (students) to different ones. Make IV bags out of plastic bags with food coloring, and hang them from a coat rack. Ask the students to "transplant" words/phrases, etc. into the grammarians.
- Transform the room into the Globe Theatre, and require students to perform Shakespearean soliloquies. To put another modern-day twist, find rap beats online in 4/4 time. Soliloquies written in iambic pentameter can be performed to the beats, putting a modern "rap" twist to the lesson.
- Change your room into a jungle and play *Survivor*. Hang paper or silk vines from the ceiling, hang stuffed monkeys, and play jungle sounds.
- Make your classroom into another planet; ask the students to write fictitious emails to NASA about their surroundings. Line your walls with sheets or paper speckled with stars. Use black lights to give a space-like feel.

## Key Points:

### Creative teachers must remember to focus on instructional standards/goals when developing their lessons.

All innovative lessons must be a meaningful use of instructional time. To ensure that this happens, focus on the curricular objectives first.

If you mention creativity around a group of teachers, the conversation almost immediately turns to test scores and accountability. How can one have time for creativity when test scores drive so much of what we do? To me, the answer is simple...

- Students are tested to see if they have learned the content standards.
- Creative activities enable students to analyze, synthesize, and evaluate the content standards.

*Therefore...*

- Carefully planned, innovative activities actually help students to learn the curriculum at a much deeper, meaningful level. The content is truly learned, not just memorized briefly and then forgotten the next day. (How many times have you taught the kids something that they completely forgot the following month?)

So... here is the bold statement: creative teaching and thinking can actually lead to higher test scores. I believe it. I've seen it in my classroom. Just remember, the key is careful planning. *Do not spend time on creative that are in no way linked to your curricular objectives.* You must keep the content standards as your goal, no matter what the lesson.

### Effective teachers discern the difference between substance and fluff.

There are many lessons that are taught under the guise of creativity that are in actuality nothing more than fluff. Just because an activity produces a colorful bulletin board display or is really fun, don't think it necessarily has substance. Ask yourself, "Does this activity help my students understand, interpret, analyze, evaluate, summarize, or synthesize the content in some way? Does it lead to higher order or creative thinking?" If your answer is along the lines of "No, but it will make really cute posters for others to see," then you have fallen into the category of *fluff*. Understand me—great, creative lessons can produce fabulous displays and can definitely be fun, but they should also do far more. They should enhance your content objectives, not take away from meaningful academic time.

### Lessons should promote creative thinking, but stress the importance of accuracy.

There are times when open-ended assignments are the best way to help students fully explore topics, and alternate assessments should be a part of every single classroom. Projects, essays, dramatizations, art pieces, and other opportunities should be offered in addition to traditional tests to give all students the opportunity to demonstrate understanding in unique and creative ways.

However, some teachers grade such assignments based on their visual appeal and sacrifice a focus on accuracy. To avoid this, always give rubrics that outline expectations. Expect all work to be thorough and correct in addition to being creative. If a project is beautifully done but contains numerous errors, it simply cannot receive an A.

### According to research by William Glasser, we learn:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what is discussed with others
- 80% of what is experienced personally
- 95% of what we teach to someone else

## "Parts of Speech" (From [www.educationalrap.com](http://www.educationalrap.com))

### **Chorus--**

So you wanna know about nouns, you wanna know about verbs  
And you probably know that there are several other types of words  
So if you yearn to learn, hey, we're psyched to teach  
Now listen up and let me tell you about the parts of speech.

### **Verse I--**

A noun is a person or a place or a thing  
Like you or your school or all your bling-bling  
But the tricky kinds of nouns are ideas and thoughts  
Like your strength or intelligence  
Man there are lots of these nouns  
To list them all, that would be impressive!  
But to describe them, all we need are adjectives  
Like hot, cool, false, true, spicy, or bland  
And now I think you understand

### **Chorus**

### **Verse II--**

Verbs. That's what we call the action words  
Anything you can do, even if it's absurd  
Whenever you eat, drink, move, think, go, or stop  
Even if you just are, that's a verb that you've got  
"But, Mr. Jackson, how do I describe these words?"  
You use another part of speech we call adverbs  
Like loudly, proudly, and well, don't ask me why, but  
Most of them end in -ly.

### **Chorus**

### **Verse III--**

A preposition gives location, just so you know  
Whether an object is between, in, by, or below  
But it can also talk about time, as a matter of fact;  
If something happened before this, or is gonna happen after that  
They always have a prepositional phrase  
It's the traditional way that every preposition operates  
So just make sure that the object is there  
Or else you'll never know what goes where

### **Chorus**

### **Verse IV--**

A conjunction joins phrases or words together  
Like and, but, or, as, if, and whether  
Some appear in pairs, like neither and nor,  
You know I'd love to list them all but there are so many more  
So let's go on to pronouns, they replace nouns  
So you can say "it" instead of saying the same noun again  
It can be just a breeze, you see  
Instead of names, saying "he" or "she"

### **Chorus**

### **Verse V--**

Hold up! Almost forgot about the next one  
I'm speaking, of course, of the interjection:  
Whoa!, yo!, yikes!, holy cow!  
You know the parts of speech? Well, I think you do now

# THE ORDER OF OPERATIONS SONG

Lyrics by Mr. Ron Clark

Modified slightly by Mr. Johnston

Intro Rap:

There's no F's in this class!  
We're learning fast  
Equations and computations and orders of operation!  
And we're all gonna pass!  
6th Grade's Got It!  
5 cubed – 125  
7 squared – 49  
Half of 3 – 1.5  
8 X 12 = 96  
9 X 9 = 81

This... class is on track  
Let me hear you all sing it bringing algebra back  
On your mark, get ready to start  
We're gonna crack this equation apart

What does letter mean?  
It is the unknown part  
Known as the variable  
It is so solvable  
It's not impossible  
Success is probable

Because.....

Chorus:

When we begin we begin together;  
Parenthesis first now please be cleaver;  
Exponents come right next in line;  
You can multiply and divide at the same time.

Now subtraction and addition;  
Work it out with computations;  
It's the order of operations.

It's the order of operations,  
ations, ations, ations, A, A, plus.  
Order of operations,  
ations, ations, ations, A plus.

Order of operations,  
ations, ations, ations, A, A plus.  
Order of operations,  
ations, ations, ations, A plus.

Rap:

The power is shared  
Whenever a number is squared  
You have to multiply  
And go from low to high  
And if it's cubed or more  
You'll have some work in store  
Exponents are used to  
Give more help to you

It's algebra, it's algebra

Because.....

Chorus:

When we begin we begin together;  
Parenthesis first now please be cleaver;  
Exponents come right next in line;  
You can multiply and divide at the same time.

Now subtraction and addition;  
Work it out with computations;  
It's the order of operations.

It's the order of operations,  
ations, ations, ations, A, A, plus.  
Order of operations,  
ations, ations, ations, A plus.

Order of operations,  
ations, ations, ations, A, A plus.  
Order of operations,  
ations, ations, ations, A plus.

Rap:

YOU CAN HANDLE ALL THIS MATH  
IT'S OKAY JUST DON'T GET TRAPPED  
IT'S EASY, IT'S EASY

JUST TAKE IT ONE STEP AT A TIME  
STAY IN LINE AND YOU'LL BE FINE...(hold out)

Because.....

Chorus:

When we begin we begin together;  
Parenthesis first now please be cleaver;  
Exponents come right next in line;  
You can multiply and divide at the same time.

Now subtraction and addition;  
Work it out with computations;  
It's the order of operations.

It's the order of operations,  
ations, ations, ations, A, A, plus.  
Order of operations,  
ations, ations, ations, A plus.

Order of operations,  
ations, ations, ations, A, A plus.  
Order of operations,  
ations, ations, ations, A plus.

We're learning, learning  
Oh yes we're learning, learning  
It's algebra, it's algebra  
We're learning, we're learning

Oh yes we're learning, learning

## Other Cool Ideas Listed By Nicholas Kleve

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[www.youtube.com/watch?v=3ruLROMzzFw](http://www.youtube.com/watch?v=3ruLROMzzFw)

I created this video to help teachers with teaching poetry with the blues genry of music.

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“I need a hero. I’m holding out for a hero in this fifth grade class. You’ve gotta be strong and you’ve gotta be smart, and you’ve gotta be ready to pass.” (Ron Clark Wrote rewrote this song/chant.)

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[www.youtube.com](http://www.youtube.com)

Get songs and cool learning videos to support instruction.

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[www.youtube.com/watch?v=VdK-h6egPjA](http://www.youtube.com/watch?v=VdK-h6egPjA)

Nicholas Kleve's class video performing Order of Operations Rap is posted on [www.youtube.com](http://www.youtube.com).

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[www.educationalrap.com](http://www.educationalrap.com)

This website sells some really cool rap songs to use for instruction in multiple subject areas, including math.

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[www.rhymezone.com](http://www.rhymezone.com)

Rewrite lyrics, after getting off of internet...Then try to make the same number of syllables and some rhyming. Then, sing the songs to the instrumental or karaoke version of the song on [www.youtube.com](http://www.youtube.com).

