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**THE POWER
OF EXPECTATIONS**

12

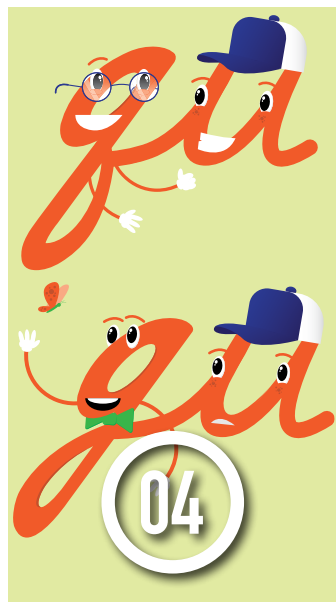
SPRING 2018
ISSUE 1
VOLUME 2

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COVER STORY
The Power of Expectations



Abekamazing Christian School, a service of Abeka (Pensacola, Florida), is an extension of our commitment to Christian traditional education in schools and homes. Our mission is to support and equip students, teachers, and parents by providing amazing Pre-K through grade 12 academic resources based upon biblical values.

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Letter from Abeka

DEAR FRIENDS,

One of my takeaways from Amanda Ripley's book *The Smartest Kids in the World and How They Got That Way* ("What I Just Read," p. 18) was her mention of a kind and generous teacher she met in Washington, D.C. This teacher, who felt genuinely sorry for her students, often spoke of their disadvantages.

Ripley writes that after a year in this teacher's class, her students were farther below grade level in reading than they'd been when they'd first met her! They'd actually performed worse than other low-income kids who'd started that year at the same level in the very same city. Did you expect that?

The psychological term "self-fulfilled prophecy" seems to fit here. The teacher suspected her students were a lost cause, and they responded as such. **What was done in sympathy resulted in failure.**

Ripley suggests that the reason the teacher felt so sanguine about her students' lack of success might be because education professors fill young teachers' minds with low expectations because of their students' economic situation, their race, their family background. She may have a point worth considering. And that is why we are considering the influence of a teacher's expectations throughout this issue of *Abekamazing*.

This idea of expectation has personal application. I want to start by recognizing that the challenges my students face need not be their destiny. Not when life can be filled with hope. Not when hope finds its source in God. David knew that. "Be of good courage and He shall strengthen your heart all ye that hope in the Lord," he said (Psalm 31:24).

- **It is self-defeating for me and my students to think they cannot improve.** I will expect that I can help them grow and learn.
- **It is self-defeating for me and my students to base my expectations on how they have been labeled.** I will expect that God has a purpose for my students, and I will steer them toward finding it.
- **It is self-defeating for me and my students to think that setbacks and challenges are permanent.** I will point them to God whose mercies are new every morning.



Are you with me on this?

Look for more thoughts about aiming high throughout this issue.



Dr. Phyllis Rand

Senior Editor

amazingschool@abeka.com



Dr. Phyllis Rand's over 40 years of service in Christian education has ranged from being a sixth grade teacher to graduate and post-graduate faculty, and from elementary administrator to Chair of Education for Pensacola Christian College in Pensacola, FL. She has also written language arts textbooks and developed curriculum for Abeka.

TEACHER'S WORKROOM

KIM SMITH



Welcome to the teacher's workroom, where veteran Christian schoolteacher and popular Abeka presenter Kim Smith shares ideas you can use to make your classroom amazing.

PERSONALLY SPEAKING ABOUT MEMORABLE CONCEPTS

My lesson prep most often begins with a prayer for God to bring to mind a way I can promote an atmosphere of curiosity, interest, quicker recall, and excitement about learning in my class. I especially desire the increased class involvement which allows me to have more individualized interaction with my students. It takes more prep time, but it is a win-win all the way around.

Kim

MAKING CONCEPTS *Memorable*

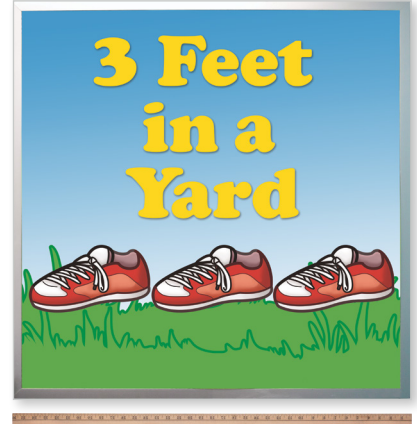
Check out these great ideas!

Elementary students get a kick out of this memory jogger visual. It makes a fun bulletin board or teaching visual—and an indelible image!

3 FEET IN A YARD

- Cut green poster board or stiff felt in half lengthwise. Attach pieces together lengthwise and cut vertical slits to make grass. Here is your "yard."
- Make 3 poster board feet and place them in a row slightly above the grass. Voila! **3 Feet in a Yard.**

(You may also choose to purchase the sneaker and grass art from Abeka's clip art library at abeka.com/Grass and abeka.com/Sneaker.)



Older students enjoy this challenge. Show how grammar makes sense, and they will remember grammar concepts.

SENTENCE STRUCTURE

Make up nonsense sentences to show that sentence elements are fairly constant in location and inflection.

Su cadful geeler zadded frackly.

What is the subject? Verb? Modifiers? What were your clues? Can you diagram it? Now substitute real words.

Hint:

geeler	zadded
Su	cadful
	frackly

Younger students get a chuckle out of this play on words plus it helps them remember.

Q AND U

In phonics, students learn that "q" and "u" usually come together. When students write "q" in cursive, there is sometimes confusion as to which side the tail of the letter faces because q and g are similar. First graders like to say "q and u are best friends so q's tail faces 'u' in order to talk. 'G' doesn't always need a 'u' so it turns its back to 'u'."

Hey U!
Let's find
something
fun to do!



Okay Q!
I sure would
like to.

Hello there
Let's go climb a tree.



Are you
talking to me?

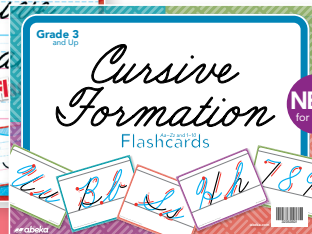
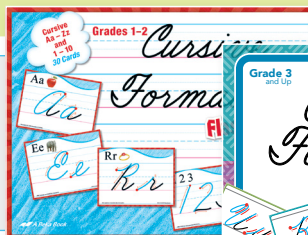


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making a DIFFERENCE

OVIDIO DECROLY CHRISTIAN SCHOOL

YOMILA DE AGUIRRE



The story of Ovidio Decroly Christian School in San Pedro Sula, Honduras, began as a Catholic preschool in 1969. The story is still being written today—with plots and subplots that could have been masterminded only by God. Administrator Yomila de Aguirre loves to tell this story.



While I was studying for my teaching degree, my college professor invited me to be a part of her dream to open a preschool. It would be without salary, she told me, since only 5 children had signed up. At the time, my life consisted of not only my academic and family responsibilities, but also service to my church. I was tasked with preparing the children for their first communion, assisting parents and god-parents with infant baptism rituals, and helping the young female patrons instruct the catechesis to the children.

Then abruptly, after only three months, my professor's family relocated to another city. She asked me if I wanted to continue working with the 5 children. I immediately accepted this grand task. At the time, our preschool only had 3 tables and 12 small leather chairs and no legal documentation. I, along with the unconditional support of my husband, began the process of legalizing our preschool and naming it Ovidio Decroly Catholic Preschool. The government required that all new schools be named after a known educator, and I was studying about Jean-Ovide Decroly. We used his philosophy in the preschool area for many years.

Over time, enrollments grew, and we opened a second preschool. The mother of one of the new preschoolers, Mrs. Berta de Castellanos, became quite involved with the school. A faithful Christian, she began sharing, with much care and prudence, meaningful Bible verses that spoke to the dogmas I was teaching. She invited me to join in





on some of her Bible studies. The gentle perseverance of this lovely woman led me to eventually listen and understand the voice of the Holy Spirit. That is how, in April 1980, I accepted Jesus as my Lord and Savior. God not only transformed my whole family; He also changed our school. It was renamed Ovidio Decroly Christian School. (Even though Decroly's educational philosophy was not used anymore, his name was kept.)

I accepted
Jesus as my
Lord and Savior.
God not only transformed
my whole family;
He also changed
our school.

We soon began to experience significant hardships and struggles. Many of our Catholic parents withdrew their children from the school. Admissions began to decrease, decrease, and decrease further.

But through all this, God was faithful to our vision. Despite our low admissions and lack of income, there was always a divine provision in every area of the school and in our family. Our struggles

continued for three years before we began to see some fresh hope. New parents requested information about our school due to good reviews and references from others. Admissions increased, grades were added, and we were able to acknowledge God's honor and protection and the promise of His Word fulfilled in Romans 8:28.

With our firm commitment to offer the best Christian-based education in the city, we researched curriculums and resources to help the school fulfill this mission. After analyzing several choices, we selected one. Unfortunately, after using this particular program for three years, it


became obvious that it could not meet our expectations. Around this time, a dear and faithful friend of our family, Pastor Martin Howell, introduced us to Abeka—an extraordinary program that provides our students with abundant blessings. Ever since then, we have continued to use that complete curriculum program, including the Bible classes, which are given every day to all our students. Today our school enrolls 500 students in PK-2 through 12. All subjects are taught in English except Spanish and Honduran Social Studies. Abeka has remained to this day a great blessing to all our students, parents, teachers, and also to my family. 🇧🇷



Elementary Chapel often includes a Bible drill and Bible knowledge competition.



Lessons from HIGHLY EFFECTIVE TEACHERS




Excerpt from *She's Strict for a Good Reason: Highly Effective Teachers in Low-Performing Urban Schools*, by Mary Poplin, John Rivera, Dena Durish, Linda Hoff, Susan Kawell, Pat Pawlak, Ivanna Soto Hitman, Laura Straus, and Cloetta Veney, Phi Delta Kappan, Vo. 92, No. 5 (February 2011): pp. 39-42. Reprinted with permission of Phi Delta Kappa International, www.pdkintl.org. All rights reserved.

For four years, we studied 31 highly effective teachers in nine low-performing urban schools in some of the most economically depressed neighborhoods in Los Angeles County, CA. These teachers had the highest percentage of students moving up a level on the English/language arts or math subtests of the California Standards Test (CST) for two to three years. What was happening in their classroom? **Here is what we observed.**

Strictness

These teachers believed their strictness was necessary for effective teaching and learning and for safety and respect. Students also saw their teacher's strictness as serving larger purposes. Students explained that their teacher was strict "because she wants us to go to college," "because she wants us to be at the top of second grade," "because she wants us to be winners and not losers," and "because she has faith in us to succeed."

Instructional Intensity

The second most obvious characteristic was the intensity of academic work. **There was rarely a time when instruction wasn't going on.**  Our first visit to the only elementary teacher identified for mathematics gains found Ms. N marching her 1st graders to the playground as they chanted, "3, 6, 9, 12, 15... 30." As the year progressed, they learned to march by 2s through 9s; by May her "almost 2nd graders" could multiply.

The teachers transitioned from one activity to another quickly and easily. Many of them used timers, and students often were reminded of the time remaining for a particular activity. At one school, teachers met students in the hallway during the passing periods and talked with them. When the final bell rang, these teachers instructed students on exactly what should be on their desk when they sat down: "When you get inside the door, take your jackets off; get out your

book, pencil, and notebooks; then put everything else in your backpack and under your desks." As students entered, conversations ended and students prepared for work. Most teachers began with an overview of the day. In some cases, students were required to copy the daily agenda in their notebooks "in case your parents ask you what you learned today, I want you to be able to tell them."

“
**We rarely knew
which students were
classified as special education
or English language learners
because teachers’
personal assistance
helped mask this.**
”

Movement

Perhaps the single most productive practice of most of these teachers was their frequent movement around the classroom to assist individual students. **The time spent at students’ desks provided feedback on the effectiveness of their instruction**, kept students on track and focused, offered individual students extra instruction and encouragement, and **even allowed for brief personal interactions between teachers and students.** 🚀

By walking around, teachers came to know their students. For example, Mrs. M asked a middle school student whose head was on his desk what was wrong. He replied, "I don't feel so good." She headed toward him, proclaiming, "Remember what I always tell you, you'll feel much better when you get

your work done. Here, let me help you." She stayed by his side until he had a good start on his work. We rarely knew which students were classified as special education or English language learners because teachers' personal assistance helped mask this.

Traditional instruction

Traditional, explicit, teacher-directed instruction was by far the most dominant instructional practice. Typically, following energetic content presentations and demonstrations, teachers entered into whole-class discussions. **Students were called on randomly and had to use full sentences and high-level vocabulary.** 🚀 Teachers always pushed students (a term used by teachers and students). Ms. P said to one young girl, "That is absolutely correct! Now, can you say that like a 5th grader?" At one elementary school, teachers required students to reference the previous student's comment before offering their own; this encouraged students to pay attention to one another. Teachers followed instruction and discussion with independent

practice. At this stage, they began moving around. One teacher said, "I'll see two or three having trouble, I stop, go back, and teach it another way."

What we saw least was also instructive. There were very few constructivist projects in their classrooms. The ones we saw were short-lived, and they often appeared to be used more as practice or a reward for learning than as a route to it. Most cooperative activities were brief pair-shares. Some of our teachers were adamantly opposed to it. Mr. T said, "It's not realistic." From the back of the room, the team often observed that even the best cooperative activities allowed for a good deal of irrelevant socializing.

Pat Pawlak (from a different study in 2009) found that the students of these teachers said 60% more frequently than any other comment that their teacher helped them because he or she explained things over and over. We consistently found that students expressed appreciation for explicit instruction with patience.

continued on page 10

Studying the work of highly effective teachers can help us better understand what really works to improve student learning and help us avoid practices that are complicated, trendy, and expensive.



Exhorting virtue

Every few minutes, these teachers encouraged students to think about their future and to practice particular virtues. The top virtues were respecting self and others, working hard, being responsible, never giving up, doing excellent work, trying their best, being hopeful, thinking critically, being honest, and considering consequences. Respect was paramount, and even a small infraction drew quick rebuke and consequences. Mrs. C told her students how missing one word on a spelling test lost her a job she desperately wanted and needed. **These teachers focused less on making the work immediately relevant than on making the link to their futures.** 🚀



Strong and respectful relationships

The teachers had a profound respect for students. **There was a sense that teachers were genuinely optimistic for their students' futures.** 🚀 Teachers often provided students with a vision of their best selves. Middle school teacher Ms. P told us, "All students need to know that you respect them and care for them. Fortunately, that is very easy. I try to make sure every so often that I have said something personal to each of them." She bent down at a student's desk and said, "Alejandro, I can see you are very good at math. I look forward to seeing what you will do in your life." Respect for students is a more accurate description of what we saw than simply caring for the students. The teachers did not need the students to love them; they needed to see their students achieve. Ms. B said, "I'm hard on my students, but at the same time, they know it is out of love. I've had to fail some students. When I see them in the hall, they still greet me. They tell me they wish they were back in my class." 🇺🇸

DID YOU KNOW ABEKA IS social?



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By this time in the school year, classrooms can be full of materials and supplies. See how other teachers keep a clutter-free room.



Classroom Organization

Teachers learn from experience and from each other. You can often provide information to one another to be helpful and to stay focused on your main...

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CREATIVE High School CLASSROOM

Keep the ideas flowing in your high school English classroom with this simple, creative idea.

concept maps: they make sense

by Katie Wiggett

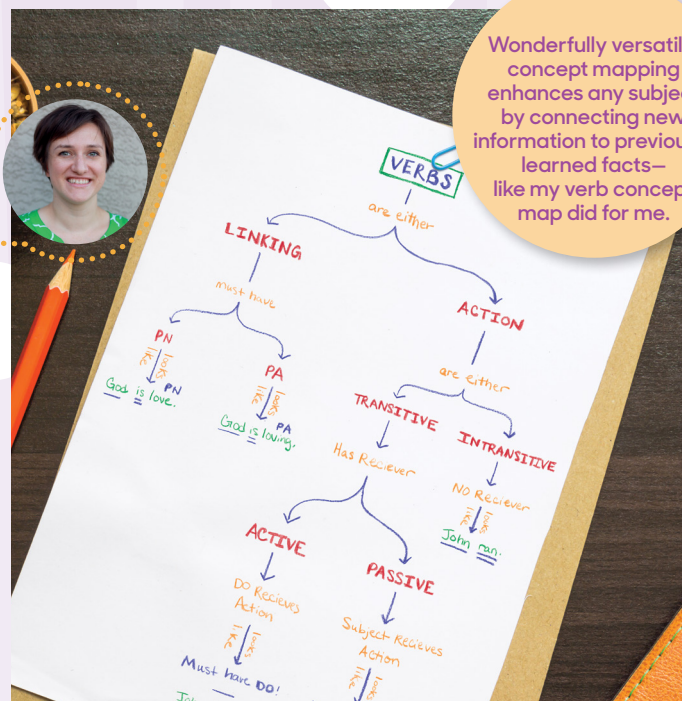
I had a horrible secret: this English major was still hazy about passive and active verbs. And now I had to teach them!

Despite my pouring over the text in preparation, I still floundered. In desperation, I scribbled out a diagram of everything I knew about verbs, trying to make sense of all the terms and connections. And finally, it all clicked. *Eureka!*

I didn't know it then, but I had just drawn my first concept map.

A CONCEPT MAP is a graphic tool that pictures the relationship between ideas using terms (usually enclosed in shapes), lines, and images. Concept maps have grown in popularity in the past few decades as a tool for improving students' higher-level thinking skills. 🚀

I even used it to teach from and then to tutor struggling students. In the following weeks, I was thrilled to find versions scrawled on students' papers.

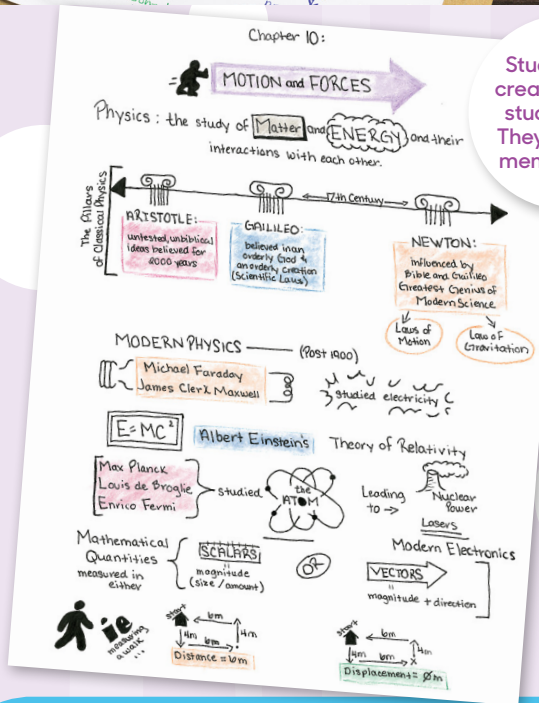


Wonderfully versatile, concept mapping enhances any subject by connecting new information to previously learned facts—like my verb concept map did for me.



It is still true: A picture is worth a thousand words!


Look at this student brainstorming map drawn for a character sketch of Ebenezer Scrooge. 🎨



Students also create them as study guides. They are great memory tools.

Fun Fact!

While modern concept mapping was introduced in the 1970s by Joseph Novak, it is by no means a new idea. Great minds like Leonardo da Vinci and Mark Twain used similar processes to take notes and organize their thoughts.



The Power of EXPECTATIONS

In 1968, Robert Rosenthal and Lenore Jacobson reported on the influence of teacher expectations on student learning in their book *Pygmalion in the Classroom*.¹ It was the first scientific study of its kind, and it was startling! Their controversial Pygmalion Effect continues to draw attention today.

THE PYGMALION EFFECT

According to the Pygmalion Effect, a teacher's expectations (the inferences the teacher makes about the future academic achievement of students) can affect student learning. Raising high expectations in teachers leads to high levels of student performance. Decreasing the expectations leads to lower performance. This was powerful! And sobering!

Effective teaching involves not only what we do for our students but also what we think about them! 🚀

THE STUDY THAT RECOGNIZED IT

For their study, Rosenthal and Jacobson administered a test to first and second graders. Teachers were told that results indicated some of their students were academic "late bloomers." They could expect these students (actually chosen entirely at random) to make academic leaps during the year. At the end of the school year, retesting showed that the "late bloomers" indeed had advanced more than the other students. Plus, their teachers described them as more interesting, better adjusted, and more eager to learn. The other students, however, were described as less likely to succeed and less likeable. Remember, the only variable was expectations!

Raising high expectations in teachers leads to high levels of student performance. Decreasing the expectations leads to lower performance.

CAN TEACHER BEHAVIORS REALLY REVEAL EXPECTATIONS?

Yes. Even teachers whose expectations have not been deliberately manipulated, as in Rosenthal and

Jacobsen's study, have been shown to behave differently towards students for whom they have high expectations. For example, they tend to give more praise and more feedback and less of certain kinds of criticism. They also behave differently towards students for whom they have low expectations—usually in the following ways:²

- Waiting less time for the student to answer questions
- Giving the answer rather than probing for an accurate response
- Rewarding inappropriate or incorrect responses
- Paying less attention
- Calling on less frequently
- Smiling less and offering less eye-contact

So, even though expectations are not expressed orally, they can be expressed subtly in behaviors—and those behaviors send messages of low expectations. Of course a student has to perceive what is going on—and many do.

WHAT IS THE GOOD NEWS?


False perceptions (on the part of the student as well as the teacher) are usually changed in real-life classrooms—they are brought to light and teachers and students and parents work it out.

Treat a man as he is and he will remain as he is. Treat a man as he can and should be and he will become as he can and should be.³


— Stephen R. Covey

Some teachers are prone to produce expectation effects and some are not. It could be a matter of better communication or modifying behaviors such as those listed above.

A class of children or teenagers is a potential land mine. So many personalities and challenges! What can a teacher do? Acknowledge and correct the mistakes, stereotypical

thinking, lapses in judgment, and misunderstandings. Keep positive and hopeful and remember that **you are training the next generation**  to

- ↑ see their need of a Savior,
- ↑ know right from wrong,
- ↑ develop godly character,
- ↑ develop true wisdom by connecting knowledge and Bible truth,
- ↑ live with a view to eternity,
- ↑ learn about God's creation (science, geography, math),
- ↑ learn about God's work among men (history),
- ↑ appreciate beauty (art, poetry, literature, music), and
- ↑ read His Book and tell of His goodness (reading and language).

Those are high expectations! They are not met overnight; some are part of a life-long process. Remember, you are only one of the influences that God is using to "grow" your students. Keep aiming high and expecting God's blessing and help. 

¹Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the classroom: Teacher expectation and pupils' intellectual development. New York: Holt, Rinehart & Winston

²"Teacher Expectations and Student Perceptions: A Decade of Research"
http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198102_good.pdf

³The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change



WHAT FORMS OUR EXPECTATIONS?

Some expectations are formed simply from **stereotype**. For example, boys are expected to outperform girls in math and science and *vice versa* in language studies. Asian children are expected to outperform all other children. Children with low socio-economic status supposedly have less academic potential.

Probably the biggest effect on expectations is a student's **past performance and past behavior**.

Expectations can also be formed by **false perceptions** influenced by bias, misunderstanding, certain personality traits, or even a push for perfection.



3 REASONABLE *and successful* BEHAVIORAL EXPECTATIONS

By Kim Smith

1

When Do You Sit?

Very early on clarify when students may leave seats without asking—if they need a tissue, restroom, feel ill, etc.

BENEFIT

Students very clearly hear and see that you take your teaching time seriously, and so should they. The learning environment is protected.

SUCCESS!

Give students times when they can be "lazy" in their chairs. This is, they can lean back, put their feet up, slouch until you give them the signal to correct their posture. I loved to do this when I had the class practice concepts, charts, tables, language rules by rows. If everyone in that row stood together and participated well, the entire row got to be "lazy" while the rest of the rows were



practicing. This was a highly sought after reward for active participation. **Try it. It really works.**

2

How Do You Show Respect for Your Teacher and Your Classmates?

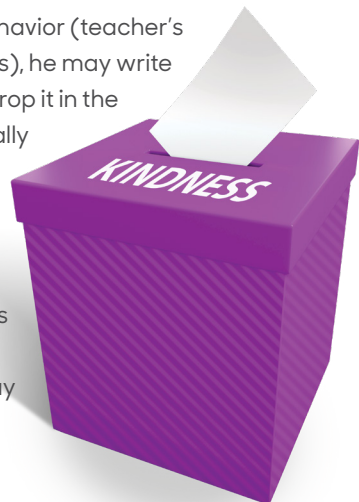
Students learn (by watching you) that respect is a 2-way street. Respect in the form of tone, body language, non-argumentative spirit, and eye contact is equally as important as spoken words. Respect for others' belongings and classroom equipment is important to teach as well.

BENEFIT

Obedience and respect to your authority leads to respecting God's authority.

SUCCESS!

Develop a kindness box. Together, come up with a clever name for it. When a student notices respectful behavior (teacher's or classmate's), he may write it down and drop it in the box. Periodically read these aloud, or handle privately for older students by finding a moment to say thank you to them.



3

What Does Attentive Look Like?

Students are encouraged to be "caught" being **5-alive** (see side bar). If I saw a student kicking the chair of another, all I said was "4-alive, 4-alive, 4-alive" in a fast sing-songy way. If he corrected it, no consequence. If he stopped but then immediately returned to the act of disobedience, a consequence followed. The result is that students view me as one who is trying to help them do right and not out to get them in "trouble."



"Hey, did you know I prayed for you today?" "Do you know I'm glad you're in my class?"

SUCCESS!

To be "5-alive" keeps my class attentive, thus pleasing the Lord by their attentive obedience. The concept stems from Bible lessons about practical ways of growing spiritually. It was simple then to make the connection that attention and obedience in the classroom was ultimately obedience to the Lord. ■

BENEFIT

The strategy keeps the room positive. And, consequences do not carry over day to day. Saying "Yesterday was a terrible day for you. Let's hope you make it better today," just sets the student up for failure. Why not say:

Five ALIVE!



WATCHFUL EYES



LISTENING EARS



RESPECTFUL MOUTH



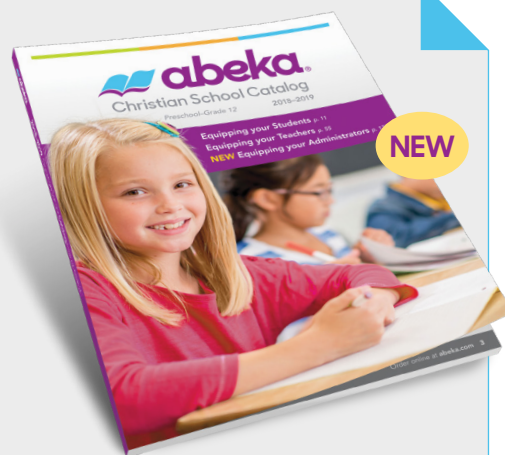
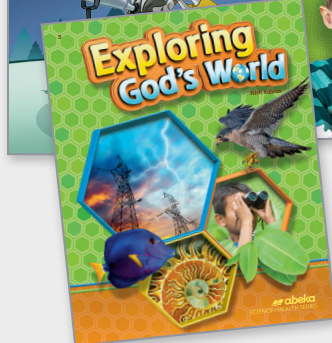
WORKING HANDS



PURPOSEFUL FEET



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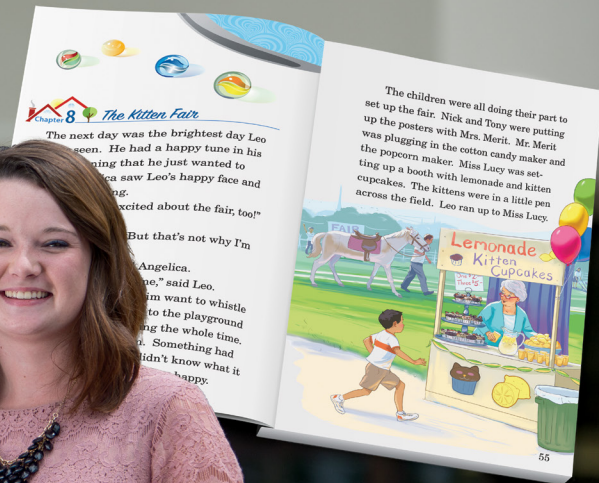
NEWS & EVENTS

INTRODUCING **MY NEW NAME** THE NEW SECOND GRADE NOVEL

Bethany Roberts Urbina, author
John Ball, illustrator

*Except ye be converted, and
become as little children,
ye shall not enter into
the kingdom of heaven.*

—Matthew 18:3



Watch for their
third-grade sequel,
My New Song, coming
fall 2018!

"Leo Hudson lives in the Merit House, a small children's home. More than anything, Leo wants a family and a place to belong. Through the love and guidance of the home's elderly housekeeper, he is adopted into God's family. He finally belongs! But that is not the end of this heartwarming story. There is plenty ahead for Leo and his friend Tony."

My New Name is the tenth and final book in the second grade reading program. This new novel comes straight from the heart of its author, Bethany Roberts Urbina. Let's have her tell you about it:

"The story of *My New Name* developed over a period of time in my life in which God showed himself to me in a new way—through the eyes of a child. I have worked with children in many settings: Sunday school classrooms, Christian camps, and even state schools overseas. Over and over again, I saw children so ready to hear about a loving God. The gospel wasn't just a story to them. It was the truth, and many accepted it as such without question.

I was inspired every time I saw a young child's

relationship with God. It is no wonder that the Bible uses their faith as an example. They don't have any difficulty trusting Him. Even though they don't understand everything in the Bible yet, they believe that God loves them and that He can do anything.

We adults find trusting God difficult at times, only because we have forgotten who He is and who we are. He is our almighty loving Father, and we are simply His little children." ■



My New Name

Recommended for Grade 2

For more information, see abeka.com/MyNewName

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HIGH SCHOOL NOVELS!

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WHAT I JUST READ

The Smartest Kids in the World and How They Got That Way
by Amanda Ripley

Investigative reporter Amanda Ripley sets out to find what schooling is like in the handful of countries ranking at the top on international tests. How do some countries create "smarter" kids she asks in her book *The Smartest Kids in the World and How They Got That Way*.

Her entrée into the school systems are American students studying abroad for a year in Finland, South Korea, and Poland. Their impressions/comparisons figure prominently in the book.

In Finland, Ripley finds nondescript schools with not an iPad or interactive whiteboard in sight. But what Finland does have is rigorous teacher-training programs—far more demanding than those in America.

Rigor cannot begin to describe what she finds in South Korea where intense academic pressure seems out of control. Parents pay for 70% of school children to attend Hagwons (after-school tutoring academies) until 10 every night.

Her third stop is Poland, a country that made a fast rise to the top in international test-score rankings. One thing she discovers is that sports do not figure into the school day. Plenty of kids play pickup soccer or basketball games on their own after school, but there is no confusion about what school is for.

Her conclusion: all three education superpowers believe in rigor and agree the purpose of school is to help students earn an education that will lead to success in life. A revealing aspect of the book is the reactions of the American students to the expectations of these international schools. ■

Recommended by

PHYLLIS RAND



WHAT HAVE YOU BEEN READING?

Send recommendations or reviews of books that help you as a teacher or administrator to amazingschool@abeka.com with the subject line: **BOOK RECOMMENDATION.**

the
smartest
kids in
the world



and how they got that way

amanda ripley

Author of *The Unthinkable*

All content is not necessarily reflective of the views held by Abeka.

CREATIVE *Elementary* CLASSROOM

Great ideas from veteran elementary teachers. Got a great idea? Send a high resolution photo (>1.5Mb) along with your idea to amazingschool@abeka.com. **Editor's Favorite** wins \$100 gift card.

un-wheel of fortune

This is Wheel of Fortune without the wheel from Linda Kardamis. It works with many grade levels. Have on the board the empty spaces representing a key phrase or term for the class to solve. Divide class into 2 teams. Ask review questions, going back and forth between the teams. To tally points, award one point and a letter choice for a correct answer. If the chosen letter appears in the key phrase or term, write the letter(s) on the board and award points for each time the letter appears. Award 5 points for identifying the phrase or term. Repeat with a new puzzle. 🇺🇸



TEACHER SPOTLIGHT

A graduate of Pensacola Christian College, Linda Kardamis taught middle school math at a Christian school before writing *Create Your Dream Classroom* and starting *Teach 4 the Heart* (teach4theheart.com) to provide practical advice and biblical encouragement for Christian teachers. Her popular online course, Classroom Management 101, walks teachers step-by-step through the process of developing and implementing a strong classroom management plan.



don't forget to celebrate!

Melissa Lewis's birthday chart is a helpful reminder for the whole class. What anticipation! 🇺🇸

may i introduce...

Samantha Stewart dresses Amber Lamb® and Button Bear® for her special introduction to each new letter. The fun objects are replenished daily (bows, glow sticks, medals) and become awards. 🇺🇸



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Editor's Favorite
abeka

Thanks for this winning idea, Samantha. A \$100 Visa gift card is coming your way.

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But they're still your kids.



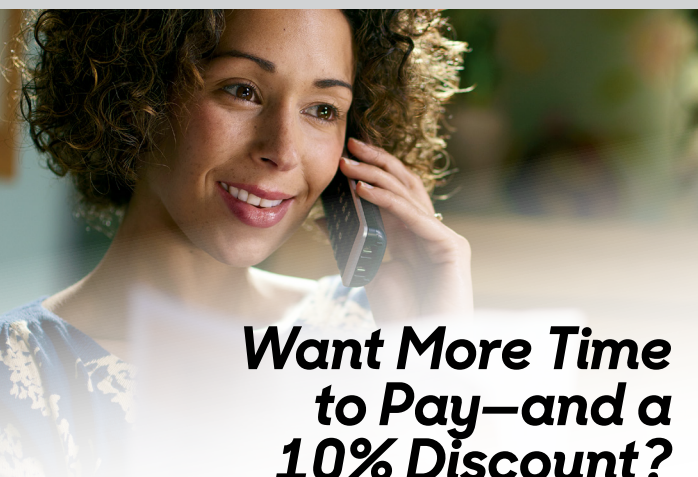
They're your kids, and you dedicate yourself to them every day. Visit [**abeka.com/AmazingTeacher**](https://abeka.com/AmazingTeacher) and share the story of what inspires you to teach, read stories from other Christian school teachers, watch videos, and more. Thanks for making a difference, thanks for all you do, and thanks for letting us help.

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