

# abekamazing

CHRISTIAN SCHOOL | *We make it easy so you can make it amazing.*



**WATCH OUT!**  
Energy Sapper Alert

**14**

WINTER 2018  
ISSUE 3  
VOLUME 2

**A LOOK AT THE  
ISSUES** Time to  
focus p.10

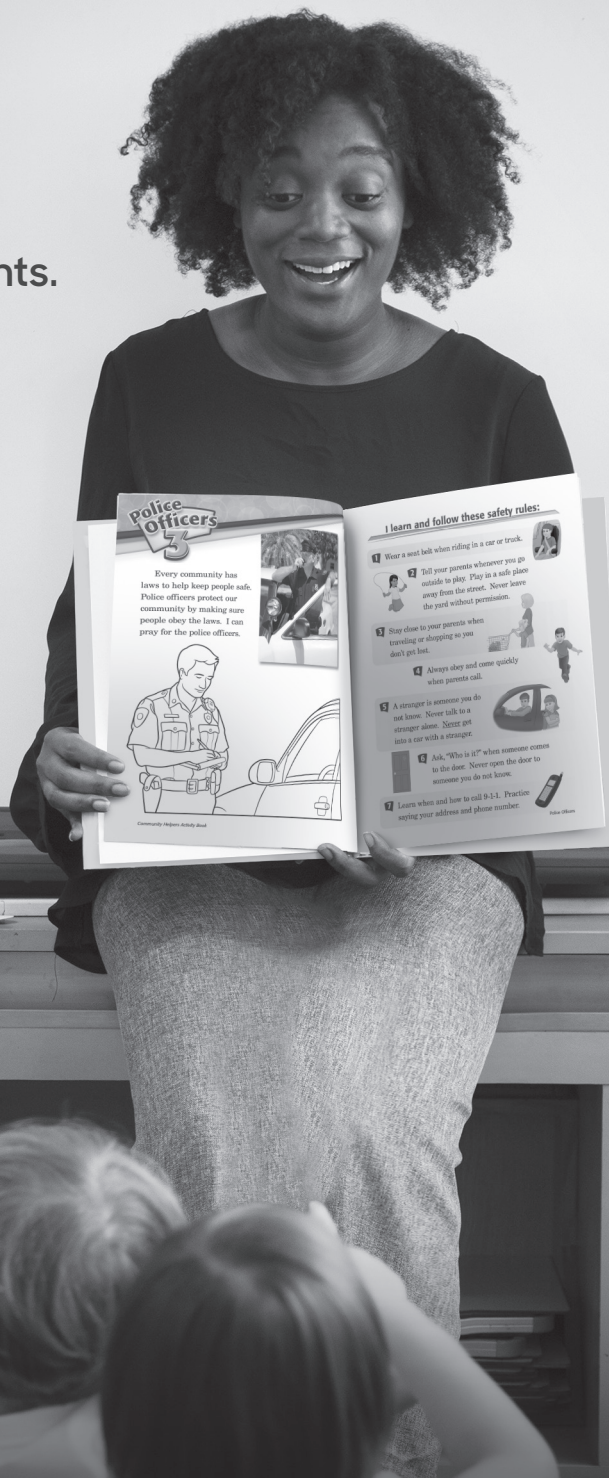
**AIMING FOR EXCELLENCE**  
Keeping in touch with  
your faculty p.16

**MAKING A DIFFERENCE**  
International Baptist Church and  
School in Brooklyn, NY p.18



You may not be their parents.

*But they're still your kids.*



### Police Officers

Every community has laws to help keep people safe. Police officers protect our community by making sure people obey the laws. I can pray for the police officers.



Community Helpers Activity Book

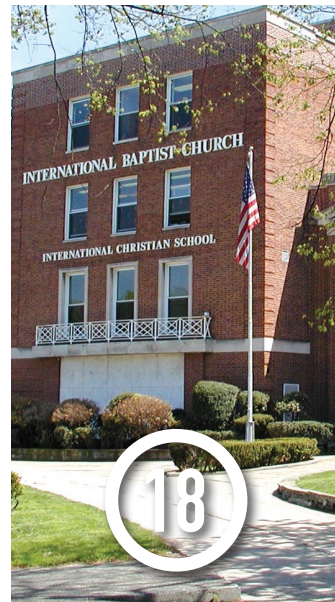
### I learn and follow these safety rules:

- 1 Wear a seat belt when riding in a car or truck.
- 2 Tell your parents whenever you go outside to play. Play in a safe place away from the street. Never leave the yard without permission.
- 3 Stay close to your parents when traveling or shopping so you don't get lost.
- 4 Always obey and come quickly when parents call.
- 5 A stranger is someone you do not know. Never talk to a stranger alone. Never get into a car with a stranger.
- 6 Ask, "Who is it?" when someone comes to the door. Never open the door to someone you do not know.
- 7 Learn when and how to call 9-1-1. Practice saying your address and phone number.

Police Officers

Police Officers

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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,

I remember a colleague who once told me that it was an on-going battle for her to walk straight down the middle of the road. That sounded very strange to me. What she meant, she explained, was her tendency to go to extremes or to get off on rabbit trails. Walking down the middle of the road was her metaphor for keeping on the path to which God had called her. She just had so many interests and recognized so many good causes! (I have also heard this expressed as "not keeping to the main thing" or "not keeping focus.") Now she made sense! Anyone else share that tendency?

I have thought about that several times since—especially in application to teaching and to Christian education. But I tend to express it as *"leaving my moorings."* (Because I live near the gulf in Pensacola, I like water images!) There are certainly plenty of the latest and greatest innovations, techniques, and learning theories that can set me adrift. Maybe not terrible things, just things that change my focus and emphasis. Perhaps you are thinking of some of those right now.

But Christian education's moorings are not in innovation. (Have you noticed that innovation is often confused with progress?) *Our mooring is in our settled purpose. Boiled down to its simplest, our purpose in Christian education is reaching and teaching the hearts*

### *What Anchors Great Teaching?*

That can be a complicated question, but some things we are sure about—

Great teachers

have good **knowledge** about what they are teaching

can **communicate** this knowledge to their students

have good **questioning skills**

create a **classroom climate** in which challenge and success are valued

*Let's keep honing and focusing on what we know works!*

of our students and training their minds with Bible truth and excellent academics in preparation for service. This purpose comes from our biblical perspective. In this day of seemingly muddled educational purposes, it is our strength.

Whatever pulls me away from that purpose has the potential to set me adrift. It becomes more about my perspective than God's perspective. If that happens, I am neither walking straight down the road nor keeping a secure mooring. Something to think about.

**In this issue of Abekamazing be on the lookout for focused thoughts that help anchor us to our moorings and keep us from drifting.** ⚓

*I'd love to hear from you! Write to me at [amazingschool@abeka.com](mailto:amazingschool@abeka.com).*

Teaching ideas with high resolution photos (> 1.5Mb) always welcome.



**Dr. Phyllis Rand**  
Senior Editor

[amazingschool@abeka.com](mailto:amazingschool@abeka.com)

This picture of Arlin and Beka Horton, founders of Abeka, PCC President Troy Shoemaker, and me represents 200 years of focus on Christian education!





# INTRODUCING THE FIRST *Christian School Educator Spotlight*

Mike's first order of business when he became the administrator at Greenville Christian Academy was to make the school accredited, which he did with the help of Miss Shela Conrad at Abeka.

It's been four years into Mike's journey at GCA. He has helped grow enrollment to 220 students with 30 full-time staff. There is also the reflection of his early efforts to give students in and around Greenville the opportunity to attend an accredited and burgeoning Christian school.

Read Mike's full Christian school journey at [\*\*abeka.com/Mike\*\*](http://abeka.com/Mike).



*Christian School Educator Spotlight*



A lot of parents say, 'Wow, I can't believe you guys use Abeka. It's the curriculum we grew up on and one we trust.' To hear that really gives me peace of mind about the future of Greenville Christian Academy.

—Mike L.

Submit your Christian school story by visiting  
[\*\*abeka.com/csteacher\*\*](http://abeka.com/csteacher).

 **abeka**<sup>®</sup>  
We make it easy so you can make it amazing.



# 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 CLASSROOM SCHEDULES

**Schedule.** When you hear that word do you grin or grimace? Whichever your reaction, can't we all agree that when a schedule is used effectively, it is an indispensable tool? For me, a good schedule helps save time, creates calm, maintains focus, and promotes an atmosphere for work and learning. But remember, schedules are not our taskmasters; instead they make room for the flexibility that working with students of all ages requires. 🚢

*Kim*



## Keeping on Track with a SCHEDULE

### My Classroom Schedule Kept My Students Working and "in the Know"

- 🚢 Think of a schedule as a way of providing advanced notice about the happenings of the day or the class period. *(The day starts with Bible. Arithmetic starts with homework check and a speed test. Recess is after Reading.)* My class could mentally prepare for what to expect. The day and each class took on a predictable rhythm.
- 🚢 Think of a schedule as time management training. My students learned that "first we work and then we play." We had a plan! I valued my time with them. Learning happened, and things got done!

*"The desire accomplished is sweet to the soul..."*  
Proverbs 13:19

### My Classroom Schedule Kept Me Moving Forward

- 🚢 I became more time conscious. I was less apt to shortchange lessons because I "ran out of time." I developed a sense of urgency.
- 🚢 I had a better sense of how to prepare. I figured out that when grading and prepping in the daily order I taught, my thoughts were generally more organized. I accomplished more in a shorter time. Following Abeka's suggestions, Bible and core academic subjects came early in the day. Abeka's suggested teaching times for each subject were a great scheduling help.

### Here Is What Helped Me Keep on Schedule:

- 🚢 I put my class schedule on a card and kept checking it throughout the day until it was memorized. (Post it on



the board, have it in your plan book, keep it on your clipboard, and give it to your director or administrator! See page 23 for your own card to download.)

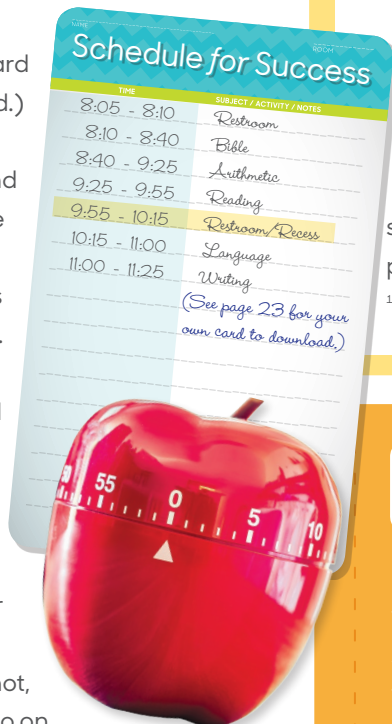
⚓ I penciled in start and end times on the lesson plan.

⚓ I sometimes used timers. They worked well for review games. When the timer went off, whether we were finished or not, we'd stop, go on with the next thing. This highly motivated both the students and me! And a further benefit, the students were not upset with me for ending the game—it was the timer!

⚓ I really tried to have one new game, review activity, experiment, demonstration, object lesson, or motivational activity per subject per week. Building excitement for what is to come in the day is a number one motivator of making schedules stick!

## Practice Saves Time (Eventually)

⚓ What did we practice? I began with this advice from Harry and Rosemary Wong:



**"One of the greatest gifts a caring teacher can contribute to children is to help them practice and learn**

**To sit when they feel like running**

**To raise their hand when they feel like talking**

**To be polite to their neighbors**

**To stand in line without pushing**

**And to do their work when they feel like playing."**<sup>1</sup>

Very basic, I know, but emphasis on these basic practices saves many minutes of "correction interruptions" and creates a positive learning environment—to say nothing of a successful life! ■

<sup>1</sup> The First Days of School: How to Be an Effective Teacher, 4th ed., Harry K. Wong Publications [www.EffectiveTeaching.com](http://www.EffectiveTeaching.com).

## Kim's Example:

For a phonics lesson on the suffix "er in bigger," I labeled one box **BIG** and one **BIGGER**. (I bought mine at a craft store.)

I used an utility knife to cut openings in tops large enough for hands to fit. As part of teaching the sound, I had a student reach in the BIG box to pull out a surprise object. After he practiced the phonics special sound, he got to shake the BIGGER box while the class said the sound "-er, -er, -er." When he reached in the box, a bigger version of what he put in came out! I will never forget the look of shock and excitement. (Surreptitiously change the contents and do it again.)



**abeka**

**ABEKA CLIP ART**

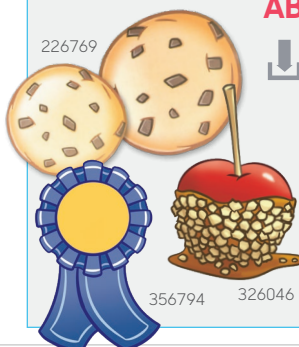


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99 cents or less

Buy as a themed collection or individually





# CREATIVE *Elementary* CLASSROOM

*Wise teachers pull out one of their best tools when focusing on improvement—motivation. They set goals and then motivate with recognition of progress. Look at how these creative teachers increased the “want to” and made things happen!*



## SPECIAL DELIVERY LETTER

Progress in Bobby Gonser’s room earns a “special delivery” letter. The letter includes the choice of a special recognition such as

- a. Sitting with the teacher at lunch
- b. Changing seats
- c. Being teacher assistant for the day
- d. Earning a homework pass
- e. Becoming prayer leader for a day
- f. Choosing favorite review games for a day
- g. Earning an ink pen pass (no blue or black ink for them that day!)

(By the way, these are things his students chose.

It doesn’t take much if it is made special!)



**Editor's Favorite**  
**abeka**

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

## AT THE BEACH



One week Amy Amsbaugh’s students worked hard for a relaxing time “at the beach”—including a snack! And Kellie Walker’s class took turns digging for buried treasure for seatwork progress and behavioral incentives. It works in kindergarten too!





## BLENDING LETTERS

The light bulb came on in Amanda Sostrom's class the day she brought her blender to class. "We practiced our separate letter sounds. After I pretended to blend them, look what came out! Then it was time to say the sounds together as a blend."

See [abeka.com/Letters](http://abeka.com/Letters) and [abeka.com/BlendPractice](http://abeka.com/BlendPractice).



## DAILY PROGRESS CHARTS

Here's a great motivation from Mariana Proctor. She knows where all the students in her combined video class are by the location of the clothes pin on their schedule. And everyone knows that there is something motivational about progressing down a list!



## VERSATILE BOXES

Kim's BIG and BIGGER boxes (see p.7) come off the shelf several times during the year. This time it was to review prefixes, suffixes, and root words. Other times they became treasure boxes or repositories for mystery review questions. A little imagination turns them into all kinds of motivators!

## HALLWAY PIXIE DUST

Getting sprinkled with imaginary pixie dust is a fun surprise for Samantha Stewart's kindergartners—especially in line. For some reason it increases patience and helps wait time zip by!



# Time to FOCUS

by Mike Schmoker

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*What are the most essential qualities that promote school improvement and quality education? Mike Schmoker writes that every informed educator knows the answer. But is knowing enough?*

**M**ost of us know, with a moment's reflection, those few factors that are most essential to quality education and school improvement. We have known them for decades—that is, that a coherent, content-rich curriculum; unprecedented amounts of purposeful reading and writing; and soundly structured lessons will enable any school to succeed or improve significantly and immediately. Virtually every informed educator knows that. But knowing isn't enough. We have yet to realize that the only

way to ensure that the elements are actually implemented is for leaders to emphatically and repeatedly clarify, monitor, and reinforce those elements at every opportunity until they are thoroughly understood and established.

Make no mistake: any school that does those things even reasonably well will improve immediately and significantly not only in raising test scores but also in preparing students

**“Make no mistake: any school that does those things even reasonably well will improve immediately and significantly...”**

for college, careers, and citizenship.

What has prevented us from doing so? The unfocused culture of school improvement. In the last 30 years of so-called reform, we have generated and

perennially pursued a legion of pedagogic fads and programs, none of which have lived up to their promises (Schmoker, 2010). The addiction to “what’s new” has kept most educators from mastering those



elements and then actually implementing them. ⚓

## CURRICULUM

Let's begin with curriculum. Marzano (2003) found that a coherent, "guaranteed" curriculum (i.e., one that is actually taught by all teachers of the same course) may be the single largest school factor that determines how many students will be successful.

No innovation, however attractive or research-based, can overcome the havoc wrought by what exists in most schools: the alarming inconsistencies between teachers of the same course, the hodgepodge of self-selected topics, and the disturbing proliferation of worksheets.

Such a curriculum need not be perfect or airtight. But it should aim to ensure that students learn approximately the same content,

...a coherent, "guaranteed" curriculum (i.e., one that is actually taught by all teachers of the same course) may be the single largest school factor that determines how many students will be successful.

engage in similar amounts of reading and writing, and enjoy the benefits of periodic common assessments, regardless of which teacher they happen to get

(Conley, 2005; DuFour et al., 2006). ⚓

## LITERACY

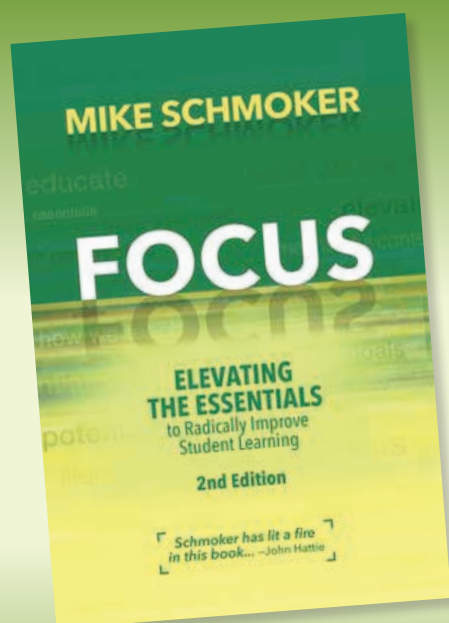
This brings us to literacy itself, which is integral to and almost inseparable from good curricula. Language is the primary medium through which people learn and acquire the ability to think and reason (Willingham, 2009). Curricula and literacy are linked inextricably. Together, they are the keys to academic and career success and to informed, effective citizenship.

But for all the lip service we give to literacy and despite the billions we've spent on reading and literacy programs, much is amiss. Purposeful reading and writing have been directly supplanted by scripted, test-driven programs and by worksheet and activity-driven curricula. Young intellects simply can't develop without large, daily helpings of content-rich reading, writing, and discussion about what they read.

## LESSONS

Finally, and in a virtual dead heat with curricula and literacy, is the astonishing impact of soundly structured lessons. Let's not overcomplicate: a good lesson starts with a clear learning target that is derived from the curriculum and is often accompanied by an effort to stimulate student's curiosity or existing knowledge about what is to be learned. This is followed by multiple segments taught in short

(Continued on page 12.)



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

**CHALLENGE STUDENTS** to develop these four "HABITS OF MIND" to powerfully increase the quality of their reading, writing, and talking in every discipline.

01

**READ** to infer /interpret/draw conclusions.

02

**SUPPORT** arguments with evidence.

03

**RESOLVE** conflicting views encountered in source documents.

04

**SOLVE** complex problems with no obvious answer.

*Focus: Elevating the Essentials to Radically Improve Student Learning.* Mike Schmoker. Second Edition. ASCD, 2018.

(Continued from page 11.)

cycles of instruction, guided practice, student-to-student interaction, and some form of checking for understanding (e.g., reviewing student work by circulating around the classroom) followed by adjustments to instruction. The goal at every step of the lesson is for all students to be on task and learning each segment of a lesson before the teacher moves on to the next segment. ⚓

When will we finally acknowledge that such teaching multiplies the number of students who will learn that day's lesson? As William (2007) found, such methods actually accelerate the speed of learning by as much as 400%—with especially large benefits for



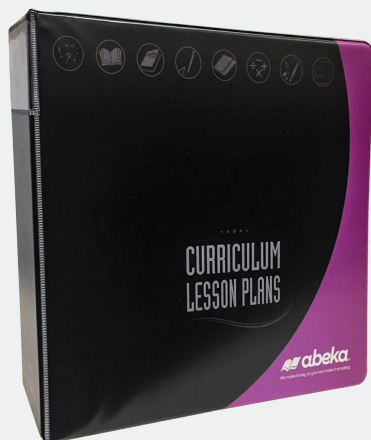
struggling students. I know teachers whose crude, first-year attempts to implement such lessons resulted in enormous one-year gains, not only on test scores but also in the most essential college-readiness skills (Schmoker, 2006; 2011).

## CONCLUSION

We won't enjoy the benefits of those elements until we learn, as Collins (2005) urged, to say "no, thank you" to anything—any program, professional development, or initiative whatsoever—that diverts us from fully implementing them. We must ferociously and relentlessly clarify and focus on the few, hugely potent elements as well as the unassailable evidence that they would elevate levels of learning more swiftly and substantively than anything yet undertaken. ⚓

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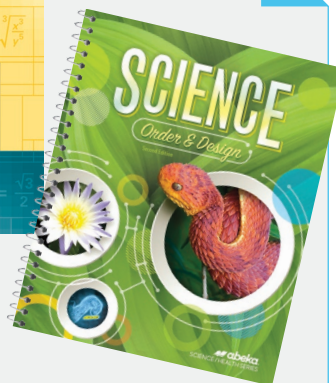
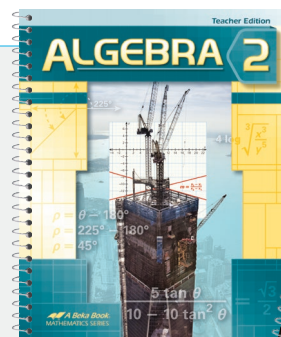


## CURRICULUM LESSON PLANS K4-6

See [abeka.com/LessonPlans](http://abeka.com/LessonPlans).

## TEACHER EDITIONS WITH LESSON PLANS 7-12

See [abeka.com/TEAlgebra2](http://abeka.com/TEAlgebra2).  
See [abeka.com/TEScience7](http://abeka.com/TEScience7).







# NEWS & EVENTS



Math  
Pi-0-neers from  
Colonial Christian  
in Indianapolis took  
first place in the  
14-day Math  
Showdown

The winners and their prize laptop computers

See [mathletics.com](http://mathletics.com)  
for information about this program.



## Math teacher Kourtney Dolvin shares her excitement with us.

**F**ive years ago, we developed a program at Colonial called Math Pioneers (Pi-0-neers, get it?) to give elementary students a chance to increase their understanding of and excitement about mathematics. Teacher recommendations combined with test scores and classroom performance earned 25 second–sixth graders a seat that first year. I began meeting with them before school—and still do. Challenge and effort are a part of life, and this program requires both. You could say that it provides students with intellectual frustration in a positive way!

Last year our Math Pi-0-neers entered a 14-day Math Showdown hosted by Mathletics. 38 second–eighth graders competed online against five million students and hundreds of schools from the USA and Canada. They participated in live multiplayer challenges and answered

self-paced adaptive mathematics curriculum questions. Nothing would stop them—not coming to school 40 minutes early every morning, working through recesses, and even working evenings and weekends. The more we were winning the harder they worked. Parents cheered them on, teachers prayed for them to keep working hard, and I updated families as we progressed. It was truly a fun experience. And our Pioneers came out #1!

Thank you to my hard-working Math Pi-0-neers and their supportive parents. We have had a lot of fun, learned a lot, and are even more excited about mathematics! ■

## MAKE NEWS

How has God blessed your school?  
We would love to hear about it.  
Just send some details to  
[amazingschool@abeka.com](mailto:amazingschool@abeka.com) using  
the subject line: **SCHOOL NEWS.**

# WATCH OUT!

## Energy Sapper Alert!

*First-year teachers are prone to this energy sapper, but the fact is we all are familiar with it. It's ugly business, and it takes courage to face it and fight it!*

*Discouragement not only wears us down, it weakens our vision to the point that we can lose focus.*

If you haven't guessed what this ugly business is, these comments overheard in the teacher's room might give you a clue:

- ▶ I'll never catch on.
- ▶ There is too much to do. I can't handle it all.
- ▶ Nothing seems to work.
- ▶ I cannot deal with the misbehavior, parents, and endless paperwork!

You're right; those are discouraging words, and that energy sapper is discouragement. Discouragement not only wears us down, it weakens our vision to the point that we can lose focus. And we hate to face it for what it is, don't we? Instead of being ruled by God's promises, we find it more comfortable to be ruled by our emotions and quit on the whole thing.

The Psalmist David knew discouragement, but he also knew where to find encouragement—faith-fueled encouragement. I would have fainted, he said, "unless I had

believed to see the goodness of the LORD in the land of the living." His advice: "Wait on the LORD: be of good courage, and he shall strengthen thine heart." Psalm 27: 13-14. He looked to the Lord instead of the load. 🚢

**As you believe and trust and wait, here are some more encouraging thoughts:**

- ▶ Do not let things (problems, work) slide—you will slide into discouragement. Do it now!
- ▶ Tackle one challenge at a time. If elephants can be eaten one bite at a time, surely other challenges can be accomplished one step at a time!
- ▶ Pray for your students—your love will grow.
- ▶ Stay away from negative people—they only infest you with discouragements.

- ▶ Replace discouraging thoughts with thoughts of gratitude.

**And then there are these teacher-tested discouragement-chasers:**

- ▶ Get some classroom routines established: changing classes, assigning and collecting homework, preparing for next class, sharpening pencils, storing equipment. Routines save time once they are settled. They are the secret to classroom management and happier days!
- ▶ Establish personal priorities. Make a list of what has to be done that day. Save the rest for the next day.
- ▶ Learn some time-saving shortcuts. Experienced teachers are geniuses at step savers. Ask them.
- ▶ Keep up with deadlines. Satisfaction is guaranteed when you do. 🍷



# YOUR IMAGE

Of course an image can never replace real substance. But we all project one—especially at first meetings. And that first impression may or may not help to engender the respect, credibility, acceptance, and authority needed for good working relationships.

What forms your first impressions of others? For most people it is one or more of these four things. The good news is that you can control all of them!

## WHAT WE WEAR

A well-coordinated and “put together” appearance makes the right impression. For professionals, good advice is to follow decorum and dress appropriately.

## HOW WE STAND

Mother was right! Good posture and the way we carry ourselves promotes

confidence and positivity. Someone suggested imagining a helium balloon pulling your head toward the ceiling. As you straighten your head and neck accordingly, your spine will naturally attain proper posture.

**OUR ATTITUDE** A professional attitude is courteous, positive, and friendly—never arrogant or aloof. Attitude is everything!

**OUR FACIAL EXPRESSION** Replace the scowl and impatient looks with a warm smile and a nod. Your pleasant expression makes others comfortable and engaged.

Being aware of these four impression makers will put you more at ease—one of the best ways to meet expectations and make the right first impression! 🚢



If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the **CLASSROOM TEACHER'S JOB**.

— Donald D. Quinn

*No wonder we need motivation and inspiration!*

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# Keeping in Touch with Your Faculty

by John Goodale



*John Goodale, headmaster at Hendersonville Christian Academy (TN), tells us that using the first 15 minutes each day for a focused faculty meeting might be the best time you spend all week.*

MONDAY

## Monday

Teaching is a profession where we all work together in separate rooms. That is why on Mondays teachers share one thing that is happening in his or her class this week. Teachers are encouraged to hear what their coworkers are doing. Some will even borrow the ideas and implement them with unique changes in their own classrooms. The change in energy levels is dramatic. "Monday morning tired" becomes "Monday morning ready." If you are worried about time commitment, here is the good news. A faculty of 8-12 teachers can share one thing in 15 minutes or less and still have time to pray. If your school is larger, divide into smaller divisions by grades.

TUESDAY

## Tuesday

"Mission creep" is the undesirable drift that occurs when an institution loses track of its primary mission. Good teachers want their labor to help the total ministry; it is surely encouraging when the pastor or administrator shares his heart and vision with them. The cumulative result of these 15 minutes is a renewed focus on the main thing.

## Wednesday & Thursday

Getting everyone on the same page requires communication. Sharing fact sheets on upcoming programs and events with the whole staff produces more than an informed staff; it produces a supportive staff. If every teacher knows the Who, What, When, and Why of upcoming events, they can be helpful and supportive even if they are not directly responsible or involved. These 15 minutes, twice a week, can also be used to solve minor problems and overcome roadblocks. The collective wisdom of the faculty, the solutions they generate, and their willingness to help is a valuable resource.

## Friday

Friday morning meetings are a celebration where teachers share what the Lord has done the past week in the classroom. When victories are shared, everyone celebrates! Teachers love to tell how the Lord has helped a struggling student or given them opportunities to share the gospel. Positive comments and answered prayers are a blessing to everyone. ■

WEDNESDAY & THURSDAY

FRIDAY



# Motivating Your Faculty

## Whittaker's Friday Focus

Have you ever had that "teacher dream"? You know, the one where you are watching helplessly as your class becomes totally out of control? Or you are being awakened by a frantic call informing you that you are late for the spring concert—and you are the director? Scary!

Principal Todd Whittaker's real-life scary moment resulted in his invention of the Friday Focus. He tells about it in *Motivating and Inspiring Teachers* (reviewed below). It is amazing how communication and information help keep some of those scary dreams from coming true! Why not give it a try?

Whittaker's successful idea for motivating his faculty is simply a colorful and attractive one-page

handout which he composes and posts in mailboxes and the teachers' room each Friday. He includes some or all of these ideas

- ▶ Quote of the Week
- ▶ Featured Folks
- ▶ Highlights of the Week's Work and successes
- ▶ Reminders/Instructions about Upcoming Events

It is amazing how information and communication help keep away some of those scary teacher dreams. And chances are a Friday Focus in handout form is more motivating than a Friday after-school meeting! "Put your heart into it," Whittaker says, "and have fun keeping everyone informed and morale high." 🚢

Friday Focus
SAMPLE

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**QUOTE OF THE WEEK** *I long to accomplish a great and noble task; but it is my chief duty to accomplish small tasks as if they were great and noble.* —Helen Keller

**FEATURED FOLKS**

Mr. Williams has been invited to present a workshop at the upcoming educator's conference. Congratulations, Jim. We will be there to support you.

Mrs. White won \$100.00 for the great idea she submitted to Abekamazing. Our school is blessed to have so many amazing teachers like Mrs. White! Congratulations, Meredith.

**HIGHLIGHTS & SUCCESSES**

Congratulations to Mrs. Smith and her fourth graders for winning the attendance banner at last week's Parent-Teacher Meeting.

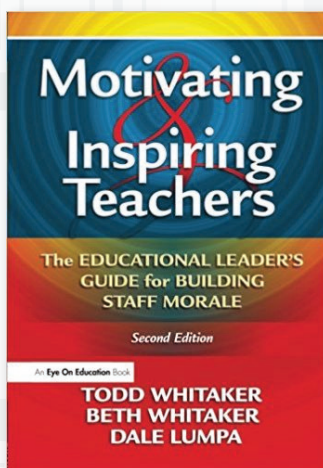
By the way, as I was circulating in the hallway, a parent told me how impressed she was with our curriculum.

**REMINDER**

Candy Sale begins next week with kick-off assembly on Wednesday. Please read info in Faculty Manual about dispersing candy and recording sales.

## What I Just Read

*Motivating and Inspiring Teachers: The Education Leader's Guide for Building Staff Morale.* Todd Whittaker, Beth Whittaker, Dale Lumpa. Routledge, 2009.



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

The Whittakers and Lumpa love and value the teaching profession, calling it the single most important profession! They also know firsthand the challenges good teachers face—how to positively impact students, maintain a focus on excellence, keep up with paperwork, solve

*Motivating and Inspiring Teachers* has much good advice based on years of experience. Look at these sample titles, each followed up with "how-to's."

- Raise the Praise—Minimize the Criticize
- One for All and All for One—Building a Shared Vision
- Communication—It is What You Say and How you Say It.
- Making Everybody Feel Like Somebody
- How Can a Leader Affect Climate?

Sound inspiring? It was for me. 🚩

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](mailto:amazingschool@abeka.com) with the subject line: **BOOK RECOMMENDATION.**

# making a DIFFERENCE

INTERNATIONAL CHRISTIAN SCHOOL,  
Brooklyn, NY


## CHARIS ROBERTS

*My husband Brandon and I love the ministry to which God has brought us. Brandon is the music minister at International Baptist Church, and I am the principal of International Christian School. The story of this ministry began with a young couple's call to the mission field—somewhere, they felt, where there were not already a lot of churches. Dr. Lee Roberson suggested they consider New York City. And that is how southerners John and Janice Morgan ended up in the mission field of Brooklyn, New York!*



**J**ohn and Janice Morgan's ministry in New York City

began in 1976 with the start of International Baptist Church. However, after sending their own children to city schools for a year, they realized the beliefs they held most dear and upon which they based their lives were being circumvented. It was unrealistic to expect that a public school would, or could, teach and instill into their children a biblical

worldview. They needed a Christian school! 

So, just a year after founding the church, the Morgans started a small school in the Windsor Terrace community of Brooklyn. Two decades later International Baptist Church purchased a much-needed larger facility less than a mile from the school's original location. After renovations, International Baptist Church and International Christian School moved into our present home in summer 2000. And lest you wonder why the word *International* is in our name, the church and school minister to over 30 nationalities!

Some of our 100 students in K3-12 have come out of schools where they have been bullied, labeled, and discouraged. We love them and encourage them in the Lord and rebuild their confidence. I love how excited parents are when they find our school. Like the mom who recently told me she searched "private school in Brooklyn" and found us. When she came by she







was so overwhelmed with what she saw that she and I both teared up at the goodness of the Lord in providing this school for her family. I love Christian schools.

Recently our administration decided to switch from a variety of curriculum to Abeka materials in all grades and subjects. Teachers are grateful for the

lesson plans, teaching ideas, and textbooks. Students are making the transition and are beginning to see the benefits from the excellent academics. (A great help to them are the teachers who are PCC alumni and also grew up on Abeka!) In fact, we competed in the Mathcounts Competition in Manhattan this year

for the first time and brought home the award for the Best New School!

Educating "city kids" often requires a different approach than an ordinary school might take. Our biology teacher grew several kinds of plants for class because the students had never seen them in the city let alone studied them. Fortunately, we can visit the botanical garden in Prospect Park right across the street! But what a blessing to see our "city kids" grow and blossom with us. Christian education is making a difference in this corner of New York City. ■



**Christian education  
is MAKING A  
DIFFERENCE** in our  
corner of New York City.



# CREATIVE High School CLASSROOM

## POETRY AND PARTICIPLES

A diamante (diamond) poem has 7 lines and 16 words. It contrasts two things or ideas. And it is a great way to learn and practice participles. Yes, poets need grammar!

- Line 1 1 noun
- Line 2 2 adjectives describing line 1
- Line 3 3 participles describing line 1
- Line 4 4 nouns (2 related to line 1; 2 related to line 7)
- Line 5 3 participles describing line 7
- Line 6 2 adjectives describing line 7
- Line 7 1 noun opposite or nearly opposite to line 1

### LAURA'S EXAMPLE *Spiritual Illumination*

Satan  
vicious, ruthless  
plotting, scheming, destroying  
enemy, sin, son, shepherd  
sacrificing, atoning, purifying  
righteous, holy  
Christ

*By Laura Leiser*

### Get started with these opposites

sandals/sneakers  
rose/thorn  
thunder/lightning  
victory/defeat  
peace/turmoil



## MISSING HOMEWORK? PLEASE EXPLAIN

(Linda Kardamis—visit Linda's site for this and other ideas [teach4theheart.com/missing](http://teach4theheart.com/missing))

Students whose work is not ready to turn in fill out this brightly colored form and submit in when the rest of the class turns in homework. Easy to spot whose paper is missing!

**Hint:** Keep the forms on file. If the problem is persistent, the files are documentation for parent-teacher or administrative conferences.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assignment: \_\_\_\_\_

**Missing Work Plan**

1. My assignment is not ready to submit because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. My plan for completing this assignment is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I will do my best to have this assignment turned in by \_\_\_\_\_

Signature: \_\_\_\_\_





## X'S AND O'S

Nothing like a little competition to make reviewing for exams go faster! Try this version of the old standby Tic Tac Toe.



## SCIENCE SCENARIOS

James Ridgely's science students look forward to his scenarios starring Justin and his friends that introduce new physics principles. Use his examples if you want. Now make up some of your own!

### DENSITY

Justin often entertained himself by skipping rocks across the pond at his grandmother's house—unsuccessfully! One day, just as he was about to walk away discouraged, a rock suddenly popped up and floated on the surface! What? How can a rock float? After wading in to get the rock, he examined it closely and noticed that it had tiny holes all throughout its surface. He wondered, "Could these holes have caused the rock to float?" "Why did the other rocks sink?" "Are not all rocks the same?"

### FRICTION

Summer was nearing an end and even though Justin was excited about getting back to school, he wanted just one more summer adventure. Dirt bike riding at the arena park near his cousin Sally's sounded fun! "Be careful on the curves," Sally warned him. "It has just rained, and the track is extra slippery." But Justin was up for an adventure. He got more adventure than he bargained for when he sped around a turn and his bike slipped out from under him. As he skidded across the gravel track, he thought, "I've got to learn more about friction!"

James A. Ridgely, Jr. and Sherry S. Herron, Vol. 56, March 2018, *The Physics Teacher*. Adapted with permission.



**Editor's Favorite**  
abeka

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

abeka

## NEW PRODUCTS



### Grammar and Composition II

See [abeka.com/NewGrammar](http://abeka.com/NewGrammar).



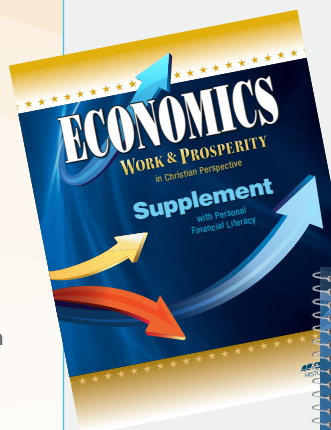
### Science: Earth and Space

See [abeka.com/NewEarthandSpace](http://abeka.com/NewEarthandSpace).



### Science: Earth and Space and STEM Project Activity Book

See [abeka.com/NewScienceActivity](http://abeka.com/NewScienceActivity).



### Economics Supplement with Personal Financial Literacy

See [abeka.com/NewEconomics](http://abeka.com/NewEconomics).



### Of Places Literature Teacher Edition

See [abeka.com/NewTEOfPlaces](http://abeka.com/NewTEOfPlaces).



CAN

WE

HELP

YOU?



**I want to order standardized tests for my Christian school. Where do I start?**



Why not consider Abeka Testing for nationally recognized tests at an affordable price. Below is some information we think will help you with your decision.

### WHO CAN ADMINISTER STANDARDIZED TESTS?

To become a test administrator, just complete an online application at [AbekaTesting.org](http://AbekaTesting.org). Your application will acknowledge that you accept the responsibility for sound use of tests, have a bachelor of arts or science degree, and match one of the following descriptions:

- "I'm a teacher certified by a state department of education to teach in a public school or other conventional school."
- "I am or have been a full-time academic classroom teacher in a conventional school (not a homeschool)."
- "I have viewed the Test Administrator's Training Video at [AbekaTesting.org/TrainingVideo](http://AbekaTesting.org/TrainingVideo)."

### WHAT ARE STANDARDIZED ABILITY TESTS?

You can use these tests to evaluate your students' logical thinking, critical reasoning, and other skills related to academic success. Abeka Testing offers two standardized ability tests—the Otis-Lennon School Ability Test and the Cognitive Abilities Test.

### WHICH ACHIEVEMENT TEST IS BEST?

With Abeka Testing, you can choose between The Iowa Tests and the Stanford 10. Both tests are nationally recognized and effective. But here's how they're different:

	Online option?	Timed/Untimed?	Can grade levels test together?
The Iowa Tests	No	Timed	Yes
Stanford 10	Yes	Untimed	Yes, but fewer than with The Iowa Tests.

### WHEN SHOULD I ORDER TESTS?

The upcoming spring 2019 testing window is March 4–April 29. Don't forget that you'll need to place your order at least 30 days before the testing date you choose.



### ARE THERE ANY DISCOUNTS?

Yes! You can get discounts off your whole order when you purchase tests in bulk for an entire class. Also, for customers in the United States, shipping is always free.

### HAVE MORE QUESTIONS?

Visit our website [AbekaTesting.org](http://AbekaTesting.org). And if you need more info, don't hesitate to give us a call at **1-888-722-0044**. We'll be glad to help!



# SCHEDULE for SUCCESS

## How I Use MY SCHEDULE CARD

I put the beginning and ending time of each activity.

I highlight the times that affect other classes if I am late.

I keep it handy (in pocket, on desk, in plan book to take home with me for planning and practice).

I refer to it often the first weeks of school until it becomes a natural part of my "inner clock."

Sample of third grade

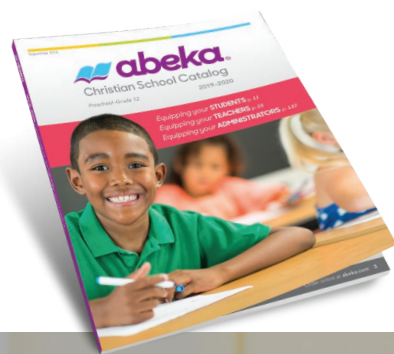
Schedule for Success	
TIME	SUBJECT / ACTIVITY / NOTES
8:05 - 8:10	Restroom
8:10 - 8:40	Bible
8:40 - 9:25	Arithmetic
9:25 - 9:55	Reading
9:55 - 10:15	Restroom/Recess
10:15 - 11:00	Language
11:00 - 11:25	Writing
11:25 - 11:55	History
11:55 - 12:00	Restroom
12:00 - 12:30	Lunch
12:30 - 12:40	Storytime
12:40 - 12:55	Spelling and Poetry
12:55 - 1:25	Science
1:25 - 1:55	Recess/Restroom
1:55 - 2:25	Study Hall
2:25 - 2:55	Activity Time

[illegible]

Visit [abeka.com/Success](http://abeka.com/Success) to download these and other blank resizeable *Schedules for Success* cards.

## 2019-2020 Christian School Catalog

To order, download, or view, visit [abeka.com/  
ChristianSchoolCatalog](http://abeka.com/ChristianSchoolCatalog).



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# Succeed in the classroom from day one.

