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It's a New School Year
**WELCOME
BACK**

12

Ko'olau Baptist Academy



FALL 2019
ISSUE 2
VOLUME 3

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*Plan for
memories
before school starts*
WELCOME BACK



Your great idea could win \$100!

Share your amazing idea for beating the classroom blahs during the last few months of school. We all need inspiration! Send your idea to amazingschool@abeka.com by November 1, 2019. High resolution photos (>1.5 Mb) would be fantastic.

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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THE GIFT OF LIFE, THE GIFT OF LEARNING, THE GIFT OF SPECIAL MEMORIES

DEAR FRIENDS,

"What did you like best?"

That is a hard question for me to answer. How do you possibly choose one thing? I was asked it recently after returning home from a trip (clue below). My memories of the whole experience are like a pleasant gift. I learned and saw a lot. I renewed old acquaintances and met new friends. I sang and ate and had many wonderful experiences. I loved it all!

That question reminds me of the times at the end of the school year when I used to ask my students about their memories of the past year. After the first year, I stopped being surprised that many of the answers had little to do with academics. (Although, I will never forget Linda's telling me she now loved spelling "because I got so good at it." She had no idea she had given me a gift!)

That exercise always made me more conscious of gifting my students with special memories. Granted, some memories were unplanned. Have you ever stepped back and fallen into the waste basket? Take it from me, they will remember that.

They also remember your humor and interesting examples.

They remember the gift you made them for Christmas and the fun things you planned for the party.

They remember being in the play for a school assembly.

They remember how you did not let them give up—and how you cheered them on until they "got it."

And those memories, when recalled, are gifts of love. 📺

School is such a large part of childhood; it should include pleasant memories. That is why this issue of *Abekamazing* sets out to help you and your school give the gift of special memories—some fleeting but some perhaps that will last a lifetime.



Phyllis
Dr. Phyllis Rand
Senior Editor

amazingschool@abeka.com

But What if...

I WANT my students to have SPECIAL MEMORIES, but I spend most of my time trying to keep the chaos at bay?

SOUND FAMILIAR? Perhaps you have even been advised to forego the "special" times until your class shows increased self-discipline and is more attentive to learning.

Good News!

Abeka has considered

4 Common Reasons Why Classroom Discipline Breaks Down

and incorporated solutions into the Abeka curriculum lessons plans.

1

Lack of consistent, balanced expectations

Inconsistency in any area tends toward confusion and imbalance—and inevitably a breakdown in classroom discipline. "Getting tougher" doesn't solve the problems of inconsistency and imbalance. However, we cannot ignore the imposed discipline of direction and enforcement and correction and penalties—that is as bad as exclusively depending on it.

But consider also the imposed discipline of following a schedule, learning a good pattern, recognizing a familiar approach to work. Students are more apt to cooperate and learn self-control when they "know how to do it." When teachers have a consistent plan, most students follow it, and

problems are easily identified. When teachers do not follow a plan, it seems the whole class is out of control!

2

Students have too little work or not enough challenge

No one likes to be bored, least of all young people. But, they do love challenges, and they love knowing stuff. Classes filled with learning are not boring. And neither are they chaotic. Abeka lesson plans keep the learning moving forward. (To say nothing about being a preparation time-saver!) They even contain optional extras if needed.

3

Students cannot keep up with instruction

Don't be the teacher that skips the review of previous material and the end of class reinforcement. Students need



it. Experienced teachers may have learned the hard way that "I didn't think they need all that" turns into "I don't know why so many failed the test; we covered every page in the book." True, the Abeka books are a teacher's dream, but it is the curriculum lesson plans that provide the METHOD that keeps students on board and meeting goals.

4

Teacher overestimates the attention span of the class.

Abeka's lesson plans are not intended to "be in charge." Students need teachers—teachers who watch their faces, check their learning, answer their questions and understand the development process. Do your best, however, to follow the suggested class time allotments in the curriculum lesson plans. You may feel you need more time, but keep in mind that the younger the student, the more often he must change gears. Also be aware that there is a reason some subjects are scheduled for morning and others for later in the day—and it has to do with attention span!

Abeka suggests staying pretty close to the plans the first time you use them. Give yourself a good chance to see how they work together throughout the day and across subjects.

As you get comfortable with the intentions behind the plans, allow yourself to flex them to best meet the needs of this year's class.

Let the Abeka method help stop the chaos. Let the happy memories commence! 🎁 📖

From an
Appreciative
Abeka User

Abeka's curriculum is the teaching tool that has given me the greatest value because . . .

It sets me up for success.

Abeka lesson plans taught me systems which helped me from the get-go. Just the pacing and sequencing guidelines would have taken me years to develop. My confidence in it grew as I saw my students learning so much.

I appreciate the flexibility.

For my advanced kids, there are additional math problems in green and extra exercises in grammar. For my speedy students, I use the recommended enrichment ideas. For those struggling, the ongoing spiral review gives them the repetition they need. If I had to generate all of this, it would add hours to my work day.

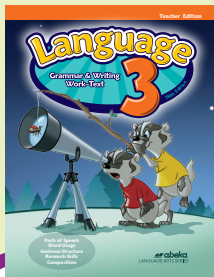
I like the challenge of being sharpened.

Even though I've examined many curricula over the years, I've spent my teaching career understanding and appreciating Abeka's age-appropriate scope, the subject integration, and consistent methods. It is MY best tool; I can wield it with confidence to meet the needs of my classroom. It has made me a better teacher. It truly works!

Did You KNOW?

The **Curriculum Plans** are your resource for daily lesson plans for all subjects.

The **Teacher Edition** is your resource for details regarding lesson application of a specific subject.



4. Application—Language 3, p. 142

- p. 142: See TE, L 126, Application, for classroom instructions.

Lesson
126 (40–45 min.)

Preparation

- Objectives:
 - Analyzing word usage to identify adjectives
 - Identifying adjectives that tell *What kind?* and *How many?*
- Board:
 - 1 What kind?
 - How many?
 - 2 Six children picked the red apples off the little tree.
- Materials:
 - Soft blanket, possibly a child's fleece blanket cut from each other. Examples: pinecone, soft mitten, plastic toy, resealable bag of ice cubes, Ten objects that are the same
- Visuals:
 - Language Teaching Charts 11A—Parts of Speech
 - Manipulatives: Paper lunch-size bag with one object per bag (See above for ideas.)
- Enrichment Ideas:
 - Rockets: Find/display books/posters/videos of rockets/rocket launches.
 - Adjectives: students explore edible play dough with all five senses, writing observations
 - Always check for allergies before giving students food to eat or handle.
- Study Teaching Procedure/TE notes.

Teaching Procedure

1. Theme Introduction—Space
 - We have enjoyed learning about several different zoos for the past several weeks. Today, we will begin learning about some things that Bible says, "The heavens declare the glory of God, and the firmament sheweth His handy-work." We will learn some fun space exploration.

Lesson 126, Language 3

Enrichment Ideas • Manipulatives • Teaching Notes • Teaching Tips

Blanket: Allow students to look at/feel blanket. Call on students to give you one word each that describes the blanket. After each answer, give small blanket, colorful blanket, warm blanket.

Words that describe a person, place, or thing are called adjectives. An adjective tells us about a noun so we can understand the noun better.

Bag/box of items: Call students one at a time to reach in bag, touch something, describe object without telling what it is. Allow class to guess what noun is being described.

Individual bags/objects: As time permits, allow students to feel/look at objects in bags and give adjectives that describe them. Class may guess what noun is being described.

For variety, blindfold child, giving him one object to describe/guess what he is holding.

3. Instruction—Adjective Questions: What kind? How many?

Refer to questions on board as you teach. One way is to look for adjectives in our sentences is to look for words that answer the question What kind?

Have student read sentence. What kind of apples are in this sentence? red

Color words are often used to describe phrases to describe things in classroom.

As each phrase is said, ask student What kind of noun? Student responds with color word/noun. Example: Student says yellow coat; ask What kind of coat? Student responds yellow.

Bag/box of items: Other words may also answer What kind? Show various objects from box/bag, having students give adjectives for objects that answer What kind?

Another question that adjectives answer is How many?

How many children does this sentence tell us about? six

Ten objects: Show several different combinations of objects, asking How many (noun)? After each answer, repeat adjective/noun phrase. Example: three straws, six straws, etc.

Continue asking students: What kind? or How many? after they give adjective, having them respond with adjective/noun phrase. This exercise will help them independently identify adjectives sooner.

- 4. Application—Language 3, p. 142
 - p. 142: See TE, L 126, Application, for classroom instructions.

TEACHER'S WORKROOM



KIM SMITH

Welcome to the teacher's workroom, where veteran Christian school teacher Kim Smith shares ideas you can use to make your classroom amazing.

Why go through the effort?

When teaching first grade, I taught my students to enter the room quietly, greet me with a "Good morning" as I greeted them, unpack their bags, and then go to their seat to enjoy table top activities until the school day started. One day, Allyson walked into the room, and instead of following routine she just stopped at the doorway and dropped her bags. I noticed her look at the front chalkboard, the side board, and then the credenza that held "mystery items" for the day. (Little did she know what was hidden in a super fun bag were just flashcards for review!) Then she picked up her bags, said, "We're going to have a fun day today!" and then proceeded with the morning routine. I have never forgotten her comment. She anticipated a great day because an inviting atmosphere greeted her. The eagerness and light in her eyes were worth the extra time it took to make our room eye-appealing. 🍎



I Can't Wait to Go to School

Create an inviting atmosphere with a bulletin board . . . and then, change it up!

PERSONALLY SPEAKING ABOUT YOUR CLASSROOM

A new school year awaits filled with opportunities and possibilities! You are refreshed, full of ideas, and eager for school. Truthfully, I remember my eagerness beginning to fade around October. How about you? I had to "change it up" so my students and I could keep saying, "I can't wait to go to school!"

Kim

Bulletin boards set a classroom tone of care and interest and excitement—even morale boosting. Use them to teach, certainly, but also to highlight seasons, create a Bible focus, display good work, and appeal to student-interest. Let's get the most out of them that we possibly can!

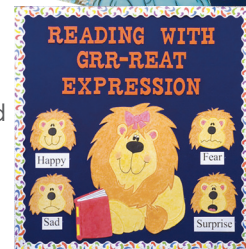
Bulletin Boards: Kinds

A Bible board keeps spiritual emphasis at the forefront.

A Teaching board introduces/explains/practices new concepts.

A Calendar board highlights seasons and special holidays and events.

A Good Work board highlights improved and other noteworthy work. Change papers often!





Think About This

- For the first couple weeks of school, the good work board is a Welcome board—typically with students' names. It creates a sense of "this is where I belong."
- Once a new topic is introduced, add elements to the teaching board as topic builds. (Don't forget to cover it during a quiz or test.)
- Keep that "I can't wait" attitude by regularly changing boards. Excitement stagnates when the room décor goes unchanged.
- Consider coordinating new bulletin boards with the report card schedule (6–9 weeks).
- Organize items in a bulletin board file box. Take pictures of the finished bulletin boards to add to the file.

Think About This

- Place captions correctly the first time by using a laser level. Or, tie each end of a string around two straight pins placed on the sides of the bulletin board.
- Get creative with bulletin board border: garland, fabric, white border with sponge paint spots, floral leis, etc.
- Make the bulletin board 3 dimensional by simply using straight pins instead of staples. Poke the straight pin through the image and push pin into the board but do not push the image flush to the board. Use artificial flowers, plastic grass, small plastic toys that can be held up by straight pins, flags, fabric leaves, cotton balls for snow, and sunglasses with ear pieces removed, etc. The ideas are endless. ■



Bulletin Boards: Themes

Coordinate bulletin board, pictures/display pieces, classroom doors, ceiling hangings by theme.

I remember zoo, seasonal, western, ladybug, travel, sports, ocean, farm, transportation, jungle, circus, and space as favorite themes.

Use online resources, magazines, stickers, greeting cards, window clings, and Abeka clip art for finding a theme.

Bulletin Boards: Backgrounds

Felt (instead of paper) can be kept up all year without getting wrinkled or looking old. Captions cut from felt make placement on a felt board a breeze.

Burlap works great for western and woody themes.

Wrapping paper works well for seasonal calendar boards.

Blue cellophane on blue felt turns into an ocean.



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KO'OLAU Baptist Academy

KO'OLAU, HAWAII



EDWARD HABAL
Principal



Our Home

Located on the beautiful windward side of the island of Oahu, Ko'olau Baptist Academy began in 1974 with fewer than 30 students and two teachers. Now we average around 180 students and 14 full-time teachers.

Ko'olau Baptist Academy is an important ministry of Ko'olau Baptist Church, an independent, Baptist Church founded in 1965 with about 200 people in attendance. Our senior pastor is Skip Woodfin, and Ed Habal is our administrator and principal. Together, the church and school share nearly 2.5 acres



in a quiet neighborhood not quite 20 miles from Honolulu, Pearl Harbor, and Waikiki.

Our Name

The church and school are named after the stunning green mountains that rise up so dramatically behind the church. People new to our church and school sometimes have difficulty pronouncing the name because of all the vowels. Just remember the Hawaiian version of the two-vowel rule, and it is easy, "When there are two vowels that are the same in a word, pronounce each vowel." In other words, our name is pronounced "Ko-o-lau."






Our Commitment

The success and sustainability of our school in Hawaii's very competitive private education market can be attributed to many factors. The short list would include our commitment to being a distinctly Christian school and to traditional education. Christian publishers like Abeka have made it possible.

If you spent a little time on campus, you would also recognize some other factors—like our "aloha spirit" and our sense of "Ohana." Aloha spirit is like southern hospitality on steroids and

"Ohana" is the Hawaiian word for family. Both describe our church and school ministry.

Hawaii truly is paradise, but even in paradise ministry can have challenges. For instance, it is expensive to live in Hawaii, but then again, there are over 1.2 million of us doing so. It is also far away from home for some of our teachers, but it is amazing how many family members and friends want to come visit you in Hawaii! Hawaii's culture is also different than many places on the mainland, but in many ways it is a refreshing difference.

We sometimes are teased for suffering for the Lord in Hawaii, but somebody needs to do it. On your next vacation to Hawaii, stop by and see us and our ministry at Ko'olau Baptist Church and Academy. 

Mahalo!



MEANINGFUL

History Research & a Plan to Accomplish It

A history research paper is a significant learning opportunity. Hard work, yes; but a true memory-maker for your college-bound students.

Research papers require

- ★ thinking deeply about a topic
- ★ conducting detailed research
- ★ formulating an argument
- ★ organizing thoughts into a persuasive and coherent piece

And they require time! So, how does

a busy teacher make meaningful papers happen? What about the scheduling? The feedback? The grading? I am inspired by Richard Luther's plan for helping his U.S. history students produce a meaningful research paper.

In summary,

- ★ Luther's students write on an American president of their choice.

- ★ They turn in manageable chunks of the paper at specified points throughout the year for feedback.
- ★ Each portion of the paper is based on a research question or topic.

What do you think? The idea of spreading an assignment over the year, structuring the research via required questions/topics, and providing feedback on the "chunks" before they are submitted in the final project seems a good strategy for finding and producing meaning. It is certainly adaptable. (For shorter papers, use fewer questions/topics, for example). ■

What does it Mean to be "Meaningful"?

Meaningful work engages the mind. It has value.

It is satisfying. To produce meaningful work, Fitzhugh says that students need . . .

WIDER READING. No argument there. When students become familiar with the works and documents that have inspired others to perform great achievements, they in turn are inspired. They also acquire a taste for quality work.

*To write meaningful content is to exercise the mind;
to read meaningful content is to feed the mind.* 📖

BETTER RESEARCH AND WRITING SKILLS. Again, no argument. In fact, all aspects of language study go together to strengthen the mind to think. The whole writing process (research, plan, focus, develop draft), plus the understanding of how language works (grammar), and the precision of a strong vocabulary and careful reading are the tools for promoting thoughtful work. Great things can happen when these tools are taught and practiced across an integrated curriculum!

Strengthen the mind and nurture the soul through meaning with memory and practice. 📖

BIBLICAL INTEGRATION. In addition to Fitzhugh's observations, let's not forget that when it comes to history, it is only as we relate the truths of God to the past that we bring meaning to those events. Meaningful thoughts first correspond with what God says is true about man, his world, and eternity.

When we become untethered from God's truth, we begin to slide from the meaningful to the trivial. 📖

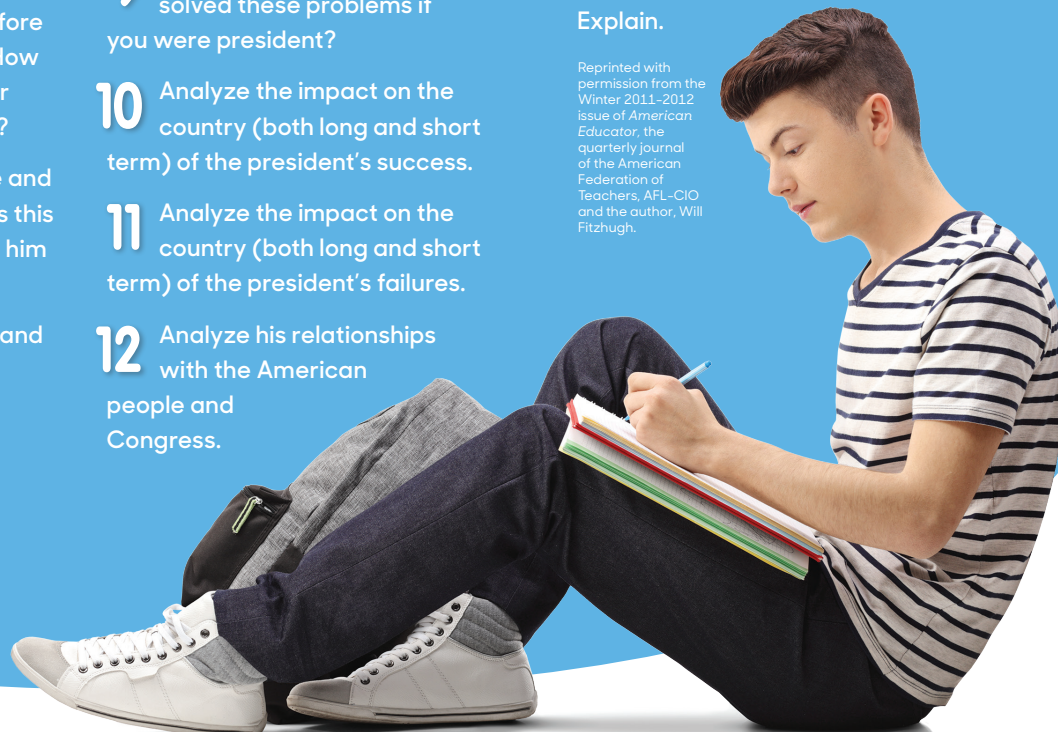
History Research

Luther's 15 Research Questions/Topics

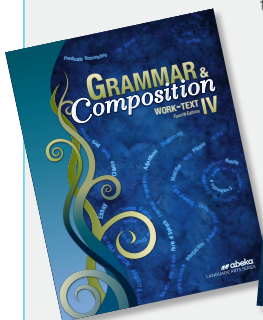
Note that they require research and analysis not just reporting.

- 1 Summary of family background and childhood. How does this influence him later as president?
- 2 Description of character and personality. Explain how these attributes help or hurt his presidency.
- 3 Nongovernment career (before and after the presidency). How does this pre-presidency career prepare him for the presidency?
- 4 Government career (before and after presidency). How does this pre-presidency career prepare him for the presidency?
- 5 Detail and describe literary and other achievements.
- 6 Philosophy of life (provide examples). Relate to his presidency.
- 7 Philosophy of government (provide examples). Relate to the presidency.
- 8 Analyze how the president handled major problems/crises during his term of office (describe problems/crises, rank order them from most severe to least severe, and then analyze solutions).
- 9 How would you have solved these problems if you were president?
- 10 Analyze the impact on the country (both long and short term) of the president's success.
- 11 Analyze the impact on the country (both long and short term) of the president's failures.
- 12 Analyze his relationships with the American people and Congress.
- 13 Was he a mirror to the age in which he lived? Explain.
- 14 Imprint on U.S. and world history.
- 15 Evaluate why and how your president did or did not change the power of the presidency. Explain.

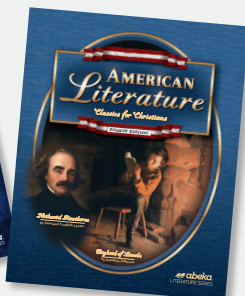
Reprinted with permission from the Winter 2011-2012 issue of *American Educator*, the quarterly journal of the American Federation of Teachers, AFL-CIO and the author, Will Fitzhugh.



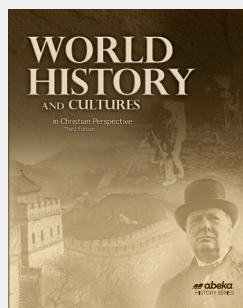
And it is in teaching literature and biblical correspondence that Abeka shines.



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20th-Century Liberalism: Chapter 24 *Retreat from Authority and Responsibility* c. 1900 - 1940

If I were called upon to identify briefly the principal trait of the entire twentieth century, ... I would be unable to find anything more precise and pithy than to repeat once again: "Men have forgotten God."
—ALEXANDR SOLZHENITSYN

HIGHLIGHTS

- The Roots of Modern Liberalism
- Religious Liberalism vs. the Christian Witness
- Liberalism and Conservatism in the Arts
- The Twenties and the Great Depression

The Roots of Modern Liberalism

Definition of Liberalism
The beginning of the 20th century witnessed a cultural breakdown that threatened to destroy the very roots of Western civilization. The cause of this dissolution was an idea or philosophy known as **liberalism**. The word *liberal* comes from a Latin word which means "free." In a modern sense, a *liberal* is

someone who desires freedom from something or freedom **to do something**. Whether such a desire is good or bad depends upon *what* the liberal wants freedom from or freedom to do. Sometimes liberals stand for something good, such as free enterprise or a "liberal person to think clearly for himself and not to depend on others to do his thinking for him). Some people are known for their "liberal" (generous) giving.

Modern liberalism, however, is the desire **to be free from absolute standards and morals, especially those of the Scriptures**. Beginning with the un-biblical idea that such basic assumptions as the existence of absolute truth, objective knowledge, and a universally binding morality.

Modern liberalism usually equates itself with the desire to free man from authority, order, restraint, and responsibility; in practice, however, liberalism usually leads to the imposed restraints of government control over many aspects of life, resulting in the transfer of responsibility from the individual to the state.

PLAN for *Memory-Making* Before School Begins

Memory-making
can begin with
letting students
know they are
"WELCOME."

What *Welcome* looks like:

"But I trust I shall shortly see thee
[eager], and we shall speak face
to face [personal]. Peace be
to thee [prayerful]. Our friends
salute thee.... Greet the friends
by name [individual]."

3 John 1:14



Welcome Back!



Even during the summer, my mind (as both elementary supervisor and teacher) is in planning-mode for the new school year. I want to be ready for a new year and a good beginning.



—Sherri Ohman

Open House

I always look forward to Open House when students find their classroom, meet their teacher, learn the names of their classmates, and tour the building. It is an event to look forward to.

Depending on the size of their student body, some schools enjoy an informal get-together.



All-School Picnic—For smaller schools, students and their families check out the classrooms, talk with teachers, and then enjoy a picnic on the grounds. "Returning" parent-volunteers man the grills so that teachers can meet and greet students and their parents. Nothing beats enjoying food together to promote *fellowship* and happy memories! 🎁

Student Fundraiser—In another variation, seniors turn it into an opportunity to work together and to earn money for the senior class trip. Concession stands are opened for buying hot dogs and other goodies.

A different twist on Open House is to invite students and parents to "pop in" on a designated day the week before school starts.

"Pop-in" for Popcorn—When students and families come in to see classrooms and meet teachers, they are greeted with a bag of popcorn. The administrator can use it as his opportunity to personally greet and chat with students, especially new enrollees. Or the teacher uses the treat as a welcome and ice-breaker as he meets his new class.



Go to abeka.com/popcorn to download your FREE popcorn kernel.

Welcome Back! continued

Welcome Letters or Newsletters

I have taught elementary and secondary classes for nearly 30 years and have sent something in the mail to my students every summer. Even though I mail my welcome letter, it is also effective to pass the letter out at Open House.

My letter includes an interesting preview of topics we will study, activities to look forward to, and something about me and my family. And always a Bible verse for the year. (There are free newsletter templates online.)

ELEMENTARY: For elementary, I include a puzzle piece to decorate. Students decorate it to introduce themselves. They bring it to school the first day to display on the Welcome Bulletin Board.

HIGH SCHOOL: For older students, it's fun to give a scavenger list of classroom items (*the homework basket, extra supplies, attendance slips, etc.*). They look for them at Open House. Once items are checked off, they give me the list and receive an "Oops" or "Wow" Coupon (*also good as birthday gifts*). Now we are really ready for the first day!



Open House in February

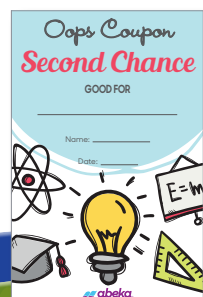
Katie Nagel tells us that Faith Baptist in Conoga Park, CA, also has a successful Open House in February.



This two-night Open House in February corresponds with reenrollment month. We go all out because we have found that it builds school spirit, teacher/student rapport, and shows prospective students and their parents what we do and learn at Faith Baptist.

- ◆ K3-12th grade teachers colorfully display at least three pieces of student work and major projects completed during the school year.
- ◆ With a booth at the front entrance, Faith Baptist Church makes connections as well. Families meet the church staff in person while enjoying a complimentary warm drink and sweet treat.
- ◆ The school's pep band and high school choir perform throughout the evening in the central field of the campus.
- ◆ Indoors you'll find the teachers enthusiastically making connections with families of current and upcoming students.
- ◆ In order to lessen turnover from 6th to 7th grade, each 6th grader gets a blank passport booklet. Similar to a scavenger hunt, 6th graders are encouraged to meet all the high school teachers to get their passport stamped and learn something interesting they will do in 7th grade. Stamped passports are returned to the homeroom teacher for a small prize.

Go to abeka.com/Oops to download your FREE page of Coupons.



Making New Students

Feel Welcome



What if a student joins your class during the year?

1 Check names! I will never forget one of my "Lesson Learned" moments. Just for fun and a bit of variety, I had a day when my students were called by their middle names. We made and decorated fancy nametags. During the process, I realized I had been mispronouncing the name of a shy student the whole year! Kind of hard to feel welcome when your teacher doesn't even say your name right! Now I ask! She was sweet about it and accepted my apology.



2 Prep the class for ways they can welcome new classmates before they come. Demonstrate and teach acts of thoughtfulness, kindness, and patience.

3 Have everyone sign a Welcome card for the student the first day.

4 Assign a "Buddy" who has the special opportunity

- to walk with their new classmate to the nurse, a music lesson, etc., until he or she is familiar with locations.
- to sit beside and be the "private consultant" for procedural questions and classroom habits.

5 Make a file labeled *New Students* in which you have extra cards, copies of welcome notes, and other things for those who enroll during the year.

Getting-to-Know You Activities

6 I like to assign each student a number for this get-acquainted game. The student whose number is called tells something interesting about himself. (I learned to give a prompt such as a favorite food, book, sport, place to visit, Bible verse.) Call on one student at the start of each new subject or before breaks. Take notes, and then randomly ask questions throughout the days following. Which student lived in Texas? Likes to put ketchup on his pizza? It is a good learning and listening exercise.

7 An interesting twist is to distribute colored candies. Say "red." The students with the red candy stand up, say their name, and tell one interesting fact you have prompted. Continue this throughout the day or week until all colors have been called. Next time you do it, ask those with the same color to tell a classmate's name and the coordinating favorite fact to see how well the students are learning about each other. Don't forget to eat the candies! (This activity also makes a great review game before a test.)

8 At lunch, I reserve the spots next to me as special seats. At the beginning of the year, I select students each day to join me as a way of getting to know them. (I found they were more relaxed and talked more freely with me when other students were with them.) Throughout the year, selecting students to join me was a way of maintaining a personal connection.



—Kim Smith

Mentoring New Teachers

What About New TEACHERS? They Need a Welcome Too!

Brand new teachers, facing the reality of ALL that teaching involves, feel a bit shaky. Many have a "new normal" to work through—new school, co-workers, students, parents, expectations, and often, a new area to live in. And that is not counting a new teaching workload. It is *all* new!

Welcoming get-togethers are much appreciated, but new teachers are grateful for someone to "come along side." God is ever present, and He works mightily through an experienced team teacher who has a heart for sharing and helping or through the principal/supervisor who meets regularly, stops in to observe, and encourages along the way. Are you that person?

Look to the Lord and not the load.

What Can a Mentor Provide?

1. Empathy: Remember what it was like the first year of teaching? The long hours, the self-doubt, the fear of failing, and the tiredness that triggers an onslaught of emotion?

Satan knows just what to plant in our minds to cause us to feel

defeated, unsuccessful, and alone, doesn't he! Mentors can regularly

send Bible verses to keep a new teacher's mind on what is true of our Heavenly Father. "He knoweth our frame; he remembereth that we are dust." As in all aspects of our lives, God's Word is our support.

2. Accessibility: Check in after school before a deadline or a new procedure and have a regular meeting with planned topics for a few weeks at least. Offer suggestions that will help them be successful. Carefully planned bits of information and advice given just when it is needed can save the day!

3. Perspective: It is reassuring to know that the first year is the hardest. Help chunk the mountain of things to be done into bite-sized pieces. Taking one day or deadline at a time gets things done.

New teachers often say that it is not the teaching that causes their shakiness. After all, Abeka helps make even average teachers do an above-average job. Mentors and a good school handbook can help them get off to a good start with the things at the root of so much anxiety that first



year. What they want most of all is for you to SHOW them the best way to get the following routines and priorities established.

- Preparation for Open House and the first day of school—décor, seating, notes
- Classroom procedures, routines, policies, management
- General procedures such as extra duties, chapels, assemblies, emergency plans
- Recording of procedures such as entering grades, attendance, homework, behavior

That is a lot to become familiar with. Here is some great advice: **Look to the Lord and not the load.** After all, we are in a spiritual ministry! Our model is Jesus, the Master Teacher. He knows our hearts and our needs, and He hears our frequent calls for help!

Mentoring a new teacher is more than a necessity; it is the opportunity to invest in someone's life and ministry.

NEWS & EVENTS

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

Lisa Miller, a parent volunteer at Scott Valley Christian School in Fort Jones, CA, shares this memory:

A few years ago our small school decided to create a Cross Country team. Our first sport ever! A parent ironed our school name on the back of bright yellow shirts and the kids ran their hearts out!

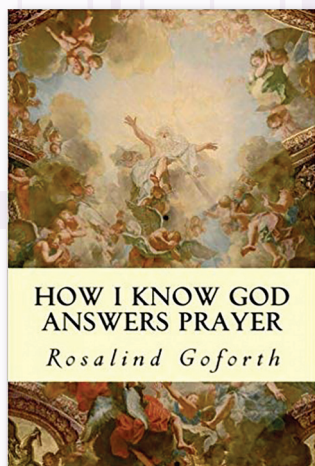
Last year we were looking into getting actual uniforms for these hard-working athletes. A parent had the idea of asking a local business to sponsor our uniforms. When a bank asked us how much we would need, we said \$300 would be good. Actually, we found the cost was higher than we expected. In faith, we ordered uniforms knowing that the kids really deserved them and God would provide.

A few weeks later a check arrived in the mail. The amount given was much higher than the amount we requested! Praise God for this gift! We now have a fund to purchase uniforms for our up-and-coming runners in future years. God is so good. Our students love running for Him! ■



What I Just Read

The gift of answered prayer.



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

Years ago, I found a free book for my e-reader written by the wife of missionary Johnathan Goforth. *How I Know God Answers Prayer: The Personal Testimony of One Life-Time* by Rosalind Goforth quickly became one of my favorite books. The book is a series of testimonies of Mrs. Goforth's prayers and God's specific answers. From prayers for physical safety during the Boxer Rebellion to needed clothes for a baby, Mrs. Goforth believed that "There is nothing too great for God's power"; and ... 'There is nothing too small for His love!'"

Encouraged by Mrs. Goforth's testimony, I purchased a small journal and placed it on our kitchen table. I wrote on the cover "Blessed is the Family whose God is the Lord." In the months and even years that followed, we wrote the stories of God's working and blessing in our family.

In the handwriting of various family members, our book contains stories of simple blessings as well as major miracles. Our "blessing book" reminds us that God has never failed us. ■

Recommended by

KIM GOWANS



The Gift of Ideas

A big
thank you
to these teachers for passing
along what they have discovered
or learned from experience or
received from a fellow teacher.
**Your thoughts and
ideas inspire us!**



Remembering God's **Faithfulness**

Every link represents an answer to a prayer of one of my students. What a blessing to watch the chain grow throughout the year!

—Cody Nagel

penmanship

*Fun to
Write*

Construct Good Diagram





It's All
About

The Bag!

Kindergarten teachers never take their class anywhere without THE BAG on their arms. They are ready for anything!

Every bag has the teacher's phone and lunch cards, fire drill reports, and pencil. Most also have a whistle for the playground, band aids, antiseptic hand soap, and even a snack to eat during snack time.

– Travis
McLaughlin



Editor's
Favorite
abeka

*Thanks, Travis.
A \$100 Visa gift
card is coming.*

Preschool

The First Meeting

What you would like to learn about your students in that first meeting? I encourage them to "go check out (centers/classroom areas I have prepared) while I talk to_____." I like this opportunity to encourage independence. I notice if they gravitate toward things which require

- fine/gross motor skills
- creative thinking/art skills
- investigative/cognitive skills

At the start of a new year, expect to see some separation anxiety.

Washing hands (lots of bubbles) or getting a drink gives a child something else to think about (you can't drink and cry at the same time). Have a variety of activities to engage your students that first day.

Comments that teach habits and expectations

- *Class, let's show student (name) how proud we are of her hard work, friendliness, . . . (builds teamwork)*
- *Student, thank you for noticing the chairs needed to be straightened. (individual contribution)*
- *I appreciate your waiting until I had finished giving directions, before asking your question. (respect of teacher)*
- *Thank you for being considerate of student and working together on this problem. (respect of classmate)*
- *In our classroom, we are kind, respectful, work together. . .*

– Renee Bryant



Renee Bryant's
20 years of preschool experience has given her a wealth of ideas to share.



PLAN FOR MEMORY-MAKING before School Begins 📅

I celebrate special calendar days once in a while. (An internet search for "special days in a month" reveals all kinds of things to celebrate.) The trick is to tie the day in with motivation and learning—like this ...

—Andrew Reynolds



COOKIE DAY

Make it Memorable:

- Take a survey of how everyone eats his cookie sandwich. Dunker? Cream first? All at once?
- Cut out white and black circles ("cookie pieces"), write a review question in each piece, and place inconspicuously around the room.

Make it Motivating

- Students earn and hunt down cookie "pieces" throughout the day for quick obedience, good thinking, neat work, etc.
- Which person or team can earn and make the most complete cookies? Cookies for prizes!

Make It Part of the Lesson

- Turn the results of the survey into math word problems or graphs.
- Answer the question written on each piece for a team point.



Colorful Double Digits

My 3rd graders do great multiplying 2-digit factors when I color code the steps. In this example, the one's place on the bottom factor and all of its carrying and partial product is pink. Then the ten's place and its carrying and partial product is blue. (Students choose the colors.) Also works great with the steps of division.

—Becky Stalcup



$$\begin{array}{r} 275 \\ \times 32 \\ \hline 550 \\ 8,250 \\ \hline 8,800 \end{array}$$

abeka

In development and coming soon!

FOURTH GRADE

God's Gift of Language 4



Spelling Vocabulary & Poetry 4

Writing with Purpose 4



Pilgrim's Progress: Christiana's Journey Teacher's Edition

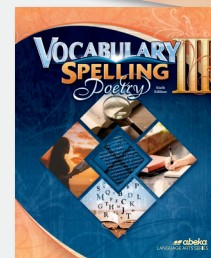
In development and coming soon!

NINTH GRADE

Themes in Literature



Vocabulary Spelling & Poetry III



Play, Learn, and Exercise Recess Games



—Linda Williams

Kindergarten

Number Upset (Inside)

Girls walk around the room while you play music. When the music stops, call out a number. For example, 3! The girls must get into groups of three. Anyone who is not in a group of three takes a seat. Continue until you have winners. Boys turn. Variation for a smaller class size: Pile a large number of stuffed animals or other objects in the center of the room. Two students circle the pile of animals until the music stops. Call out a number. The first student to correctly collect that many animals and stand up is the winner. Have the class count aloud to check. If correct, select another student to join that winner and begin again.

Lower Elementary

Stop & Go Relay

(Inside or Outside)

Mark two boundaries for students to run/walk between. Students start at one mark. When you blow the whistle, they walk to the other side. When you blow the whistle again, they have to stop and go back the way they came. If no one made it to the end boundary, keep blowing the whistle until some fast walker finally reaches the other side before the whistle is blown.

Variation: Play as above but with just the girls, then just the boys, and then challenge the girl/boy winners in order to find the ultimate champion.

Variation for a smaller class size: Have variety of movement to the other side. For example, have students walk backwards, hop, skip, tiptoe, crab walk, penguin waddle, or even twirl.

Upper Elementary

Pool Noodle Pass

(Inside or Outside)

Cut pool noodles in halves or thirds. Form a circle and give everyone a piece of noodle. When the whistle blows, everyone tosses his piece to the next person all around the circle. If someone doesn't catch the noodle, he takes a seat. When the whistle blows again, everyone takes a giant step back. As the circle gets larger, noodles have to be thrown (not just tossed) to the next person. If it drops, student takes a seat. Right hand throws and left hand catches at the same time.

Variation: Use inflatables.



Writing Takes THINKING to the Next Level

About Notetaking: Schmoker* writes that Doug Reeves's Leadership and Learning Center conducted a research study showing that **in schools where writing and note taking were consistently implemented by science teachers, 79% scored at the proficient level—as opposed to 25% where they were not. So, science teachers . . .**

*Focus: *Elevating the Essentials to Radically Improve Student Learning.* Mike Schmoker. Second Edition. ASCD, 2018, p. 192.

About Writing Prompts for a Literary Essay: Here is a good one:
Based on what we have discussed about character development, describe one of the main characters from (name of story/novel) in terms of

- The way the author views this character
- The way others view this character
- The way the character sees himself



Memorable Plays



One of my go-to resources for assembly plays is *Plays, Inc.* (www.playsmagazine.com)

A school subscription gives me access to previously published plays as well as new ones. The following plays from past issues are some of my favorites. They are tried-and-true winners! (Remember you can cut if needed.)

Grades 4–6

The Little Princess (Jan./Feb. '95)
Name this American (May '95)
A February Failure (Abe Lincoln)
 (Jan./Feb. '90)
Pilgrim Who Didn't Care (Nov. '95)
The Brightest Star (Dec. '87)

Jr. High and High School

Anne of Green Gables (April '96)
Little Women (Mar. '95)
Gift of the Magi (Dec. '93)
The Necklace (Mar. '97)
Star in the Window
 (Dec. '98)

Joan Wade has over 35 years of experience directing school plays.



Grading

I don't grade math tests one by one any more. I grade them page by page. With the key on the bottom and the tests shuffled to the right like a stack of cards (problems aligned), I quickly grade multiple tests. I can stay focused on one process at a time and really get "into the zone" in my grading.



—James Gray

Our Free Gift For You

Wonderful for bulletin board images, cards, Bible markers, posters.



Download these free Scripture gifts at abeka.com/Gift

CAN

ABEKA

HELP

YOU?



Q: This teacher needs all the support that she can get. How can Abeka help me?

A: You've already discovered one resource—*Abekamazing!* You can also benefit from our blog (abeka.com/Blog) and our free professional development (abeka.com/Professional). Besides these sources, we have a customer service team dedicated to serving you.

ABEKA TEAM LEADERS



Emily Horak directs all things that relate to your support. Her educational background and experience have given her a heart for helping Christian educators like you. She

describes her primary work as supporting Abeka customers in a way that is effortless, accurate, and friendly.



Brooks Stoodt works behind-the-scenes to make it easier for you to get the materials you need. Because of Brooks, you will soon be able to do more on the website

and spend less time on the phone with questions. He invites your feedback.



SUPPORT TEAM

But when you do call, you will be connected to one of the many dozens of members of Emily's support team committed to your success. Her team of students, former teachers, former homeschoolers, and supervisors (who've been on the team for 15–20 years) work to answer your question as well as to shorten your call wait times and decrease handling time for your orders. The study of workflow and ways to improve training is always ongoing.

They are here to help with

- taking orders
- financial information
- shipping information
- digital support
- curriculum and other product questions

Ensuring that each customer knows the support resources available is important. We want to build relationships that last for years.

HAVE A QUESTION? NEED SOME HELP?
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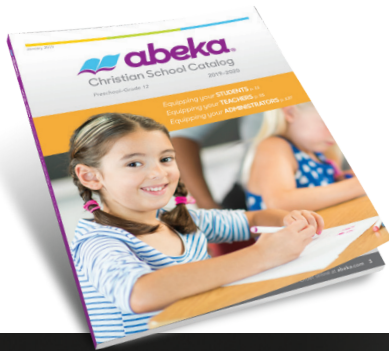
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