

VOLUME 34
NUMBER 2
DECEMBER 1993

The Lutheran Educator



The WELS Education Journal



“The Word became flesh and made his dwelling
among us. We have seen his glory ...”

John 1:14

The Lutheran Educator

The education journal
of the Wisconsin Evangelical Lutheran Synod
edited by the faculty of Dr. Martin Luther College

ARTICLES

How Should We Teach Reading?

Alan A. Bitter

36

Attention Deficit Hyperactivity Disorder

Debra Heinz-Peterson

44

Authentic Assessment

David O. Wendler

51

Letters From Home Sex Ed: Sharing and Listening

Ramona M. Czer

55

Teaching Faith In Action

Joyce E. Loeck

57

WELS Teachers Across The Country—UNITE!!!

Kristine L. Yarbrough

62

DEPARTMENTS

As We See It

Are You Prejudicing Children?

34

Reviews

63

VOLUME 34 **NUMBER 2**
DECEMBER 1993

Editor — John R. Isch

Editorial Board —Martin D. Schroeder, Irma R. McLean, Mark J. Lenz

Editorial correspondence and articles should be sent to *The Lutheran Educator*, Editor, Dr. Martin Luther College, 1884 College Heights, New Ulm, MN 56073. Phone 507/354-8221.

Subscription service information on a new subscription, a renewal, a change of address, or an inquiry should be sent to Northwestern Publishing House, 1250 N. 113th Street, Milwaukee, WI 53226-3284. Phone 414/475-6600. Subscription rate for U.S.A. and Canada is **\$5.00 for one year**, payable in advance to Northwestern Publishing House, postage included. For all other countries please write for rates.

The Lutheran Educator (ISSN 0458-4988) is published four times a year in October, December, February and May by Northwestern Publishing House, 1250 N. 113th Street, Milwaukee, WI 53226. Second Class Postage paid at Milwaukee, Wisconsin. POSTMASTER: Send address changes to *The Lutheran Educator*, c/o Northwestern Publishing House, Milwaukee, WI 53226-3284.

Copyright © 1993 by Dr. Martin Luther College. Requests for permission to reproduce more than brief excerpts are to be addressed to the editor.



Are You Prejudicing Children?

A visitor once told his host that he didn't believe in giving little children any religious instruction. "I don't want to prejudice them," he said, "when they're old enough they can choose their religious opinions for themselves."

The host didn't respond, but later he asked his visitor if he would like to see his garden. The man said he would. They went out to the garden where only weeds were growing. The man turned to his host in surprise and said, "This isn't a garden! There's nothing but weeds here!"

"Well, you see," answered the host, "I didn't want to infringe on the rights of the garden in any way. I was just giving the garden the chance to express itself and to choose what it wanted to produce."

Too often today children are allowed to decide what they want to produce. Families, communities, and our nation as a whole are suffering enormously because of it.

It's not what God wants. In Psalm 78 Asaph says that the Lord established his law in Israel so that they would tell their children to put their trust in God, remember his deeds, and keep his commands. Asaph then recounts deeds of the Lord which reveal that he is a holy and righteous God whose anger is directed against all who live contrary to his will. Children need to know this.

But Asaph also relates the story of God's grace and forgiving love. Children need to know this as it is revealed in Christ and the gospel. Knowing this they will put their trust, not in their own hidden potential or their own undiscovered unlimited power, but in the Lord, the Maker of heaven and earth and the Savior of all. And knowing this they will form ideas and adopt lifestyles that are determined not by thus saith the latest CNN-Gallup-USA Today-Newsweek opinion poll but rather by "thus saith the Lord."

Is this prejudicing children? Is this infringing on children's rights? Not at all. It's simply doing what God asks us to do.

MJL

How Should We Teach Reading?

A plea for balance in the great debate

Alan A. Bitter

I ntroduction

How do children best learn to read? The answer to that question is being hotly contested in educational circles. Yet, the question and the proposed answers are not new. It has been tagged “The Great Debate” after the 1967 publication *Learning to Read: The Great Debate* by Harvard’s Jeanne S. Chall. Her book is credited with or cursed for (depending on your point of view) making phonics a staple of reading instruction. In recent years the discussion of code-emphasis vs. meaning-emphasis in reading has heated up to a point where polarization has made a fruitful forum difficult. Marilyn J. Adams assessed the situation this way:

To some, the very term “whole language” is translated to mean an uninformed and irresponsible effort to finesse necessary instruction with “touchyfeely” classroom gratification—and worse. The term “code-emphasis” is translated by others into an unenlightened commitment to unending drill and practice at the expense of motivation and higher-order dimensions of text that make reading worthwhile—and worse. (1990, 25-26)

What is the classroom teacher to do when she is advised not to simply incorporate some new methods but to shelve her school’s basal reader program “or better yet, donate them to community paper drives” (Goodman 1986, 7)? What is she to do when rigid adherence to that program’s scope and sequence would not be appropriate for the children in her class? Clearly, some flexibility is needed.

As has been the case with other “pushes” in education (modern math, mastery learning, discovery learning, back to the basics), claims of exclusivity can be dangerous. Typically a new approach shows some dramatic results with some students (usually those whose needs were neglected by the old approach) and is touted as the answer for all students. The former approach is convicted for the ills of the past and sentenced to death. Some years later (when what was presented as a panacea has proved to be less than that) it is resurrected under a new name or as the way things were done in the “good old days” and the cycle continues. “In education as in national and world affairs, history teaches us that in times of desperation we have a tendency to look for global, charismatic, single solutions to very serious problems. Only after these

fail—often at great cost—are we prepared to look for solutions that are more firmly based in reality” (Chall 1989, 532). This would be a gloomy picture if it were not for the fact that good teachers tend to keep what has worked well in their classrooms as they develop a rich teaching repertoire.

As with other educational debates the contention over how to teach reading has its roots in the larger question of how children learn. This, in fact, is the Greater Debate that lies beneath the Great Debate. This paper will look at that Greater Debate and then examine the Great Debate over reading instruction. It will do so with the contention that a balanced approach which includes some of the methods associated with phonic instruction and some of those connected with whole language is best.

The Greater Debate

The Greater Debate centers on the question of how children best learn. Discussions of this type usually focus on two philosophical extremes. The opposing views here have been classified as direct student instruction and open education, although they have fought in other uniforms. You may recognize curriculum centered vs. child centered, product focus vs. process focus, the traditional view vs. the informal view, the fragmentationist approach vs. the holistic approach, or a cognitive focus vs. an affective focus. Let’s look at the extremes.

A recent defender of direct student instruction, Barak Rosenshine (1978,

1983), has listed seven teaching activities that characterize this approach:

- A strong academic focus
- Monitoring the academic progress of each student
- Assignment of learning activities entirely by the teacher, without student self-selection
- Grouping students into large and small groups for instruction
- Factual, rather than open-ended questions that can be answered easily by students
- Controlled practice on skills in teacher-led groups
- Prompt and academically oriented feedback to students

Rosenshine has also listed six “instructional functions” of this approach:

- Review, checking previous day’s work (and rechecking if necessary)
- Presenting new content/skills
- Initial student practice (and checking for understanding)
- Feedback and correctives (and re-teaching if necessary)
- Student independent practice
- Weekly and monthly reviews

Rosenshine has pointed out that while this approach is structured, it need not be autocratic or authoritarian.

Open education can be traced back to the progressive education movement. Much of what it espouses comes from the works of John Dewey. More recent adaptations have been provided by the likes of Jean Piaget, Erik Ericson, Maria Montessori, and Carl Rogers. There are also some assumptions associated with this approach (Lindgren and Suter 1985, 325-326):

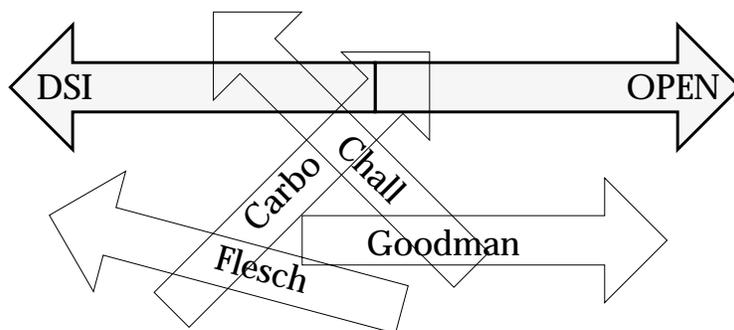
- Young people are curious by nature and will explore the environment without the need for adult suggestion and direction.
 - The exploratory behavior of young people is self-reinforcing; it will continue without adult encouragement.
 - Young people will engage in natural exploration as long as they are not discouraged or made anxious by the interfering comments or actions of adults.
 - Self-confidence and self-esteem strongly influence students' capacity for learning and for making choices that affect their learning.
 - The learning of young people will be facilitated if a rich learning environment offers a wide array of materials that can be touched and handled or provides contact with objects and events in the world outside the school.
 - When learning is at its ideal best, it is difficult to distinguish from play.
 - Young people have both the competence and the right to make significant decisions about what to learn and how to go about learning it.
 - If young people have the opportunity, the activities they will decide to engage in are those that will have the highest degree of interest and value for them.
 - If young people are fully involved and are enjoying an activity or are excited about it, learning is taking place.
 - How young people feel about what they learn is more important than what they learn.
- Most educators would identify some

items on each list with which they agree and others which they would find hard to accept. It may be helpful to picture the points of a compass. If direct student instruction is west and open education is east, the person whose views lie directly in the middle would be classified as north. Most would tend to lean more favorably in one direction or the other. You may be northeast and I may be northwest, each of us embracing parts of the two extremes to a greater or lesser extent.

Since each view really tells us only part of how children learn, the choice for the classroom teacher is one of degree. It has been noted that "in education, conditions can become insufferably bad when good ideas are carried to extremes" (MacGinitie cited in Duffy 1992, 444). This is compounded by the fact that what has been heralded as "new" has often been an old idea marching under a new banner. Chall discovered that "often considerable time, energy and money are spent in experimenting with a 'new' method, when a careful analysis of that new method would show that it is quite similar in one or more significant essentials to a method widely used in the past, fairly well researched, and since discarded" (1967, 6). The age-old warning about babies and bathwater is especially apt for educators.

The Great Debate

The great debate is really the argument over how children best learn applied to reading instruction. The pendulum of opinion among the pub-



lic, educators, and politicians has made its way back and forth a number of times in the history of education in the United States.

In colonial times the method was to teach children the phonemic code and then have them read. By the mid-1800s Horace Mann was instrumental in the push to have children read whole meaningful words. Still, it wasn't until the 1930s and 1940s that a focus on comprehension became dominant. In the 1950s Rudolf Flesch made an impassioned and political case for phonics instruction as the solution to reading problems in *Why Johnny Can't Read*. In 1967 Chall synthesized reading research and concluded that explicit phonics (direct instruction in the code) was more effective than implicit phonics (letting students induce letter sounds from whole words) (Adams 1990).

Recent times have seen the debate continue. Kenneth and Yetta Goodman have cited their own experience and the literacy rates of other countries in leading the charge for the "whole language" philosophy of how children learn to read. Direct phonic instruction and basal reading programs (the norm

in most U.S. schools) are characterized as "incompatible with whole language instruction" (Goodman 1986, 34). Marie Carbo (1988, 1989) of Antioch University and Chall (1989) exchanged blows on the pages of *Phi Delta Kappan* from November of 1988 through October of 1989. In 1990 MIT Press published a review of research by Marilyn J. Adams, *Beginning to Read: Thinking and Learning About Print* which the *Encyclopedia of Educational Research* (1992) classified as "something of a modern masterpiece of scholarship" (1076). Adams supported Chall's conclusions but rejected the idea of exclusive emphasis on either phonics or whole language. The argument arises out of the fact that reading is really two things. It is the process of the reader bringing meaning to the printed text and the process of the reader "cracking" the alphabetic code that has been imposed on oral language. How children best acquire a knowledge of the code is the point of contention. Those who favor phonics hold that at least some direct instruction in the code is necessary. Whole language proponents contend that the proficiency in using the code will develop naturally as the

child experiences a language-rich environment. It should be noted that in the current discussion there are degrees of allegiance to theory. If we think back to our compass there is really no one headlong due west. (If we look back, Flesch would have been close.) Even phonic defenders (Chall, Adams) do not advocate phonics alone. Adams (1990) has drawn the following analogy:

Code instruction may be likened to a nutrient, a basic building block for the growing reader. We see, first, that ingestion of the proper amount of such a nutrient is critical to students' potential development. Second, we realize that its proper metabolism will not occur in the absence of a balanced diet. And, third, we find that—however healthful it may seem—we must be careful not to dish up too much (50-51).

Again, Adams asserted, "skillful reading cannot proceed solely through the process of sounding words out" (222). Her compass points northwest. Carbo (1987) makes a case for matching students' reading styles with appropriate methods of instruction. And even in her criticism of Chall's work, "Debunking the Great Phonics Myth" (1988), she grants that under the whole language banner phonics should be taught "as needed" (226). Her compass points northeast. As noted earlier Goodman calls direct phonic instruction and whole language instruction "incompatible." His compass points due east. Two other observations are in order. First, not all whole language advocates (the term has become somewhat ambiguous) are as strict as

Goodman. However, since he is recognized as "a founding father of the whole language movement" (Bower 1992, 139), his views serve as a good starting point for discussion. Second, while some comments may appear to be harsh on whole language, they are not an attack of the methods and underlying philosophy in their entirety. They are a criticism of the claims that whole language must be used to the exclusion of other approaches. In the interest of balance we will consider research that indicates an exclusive focus on whole language is not warranted. But we will also consider some needed changes that the whole language movement has helped to bring about. The classic study which has been used to support whole language instruction was conducted by Goodman in 1965. He had children read words in list form and in paragraph form (in context). Results showed that reading accuracy improved 60%-80% in context. The conclusions were that context (meaning) was most important in learning to read and that good readers relied more heavily on context. Goodman's study was, to say the least, influential. "[It] appears 85 times in the literature. It has also been reprinted in *Theoretical Models and Processes of Reading*, a standard reference in the field of reading" (Nicholson 1991, 444).

Goodman claimed that you cannot break language into "bite-size, abstract little pieces" (1986, 7). He characterized "reading as a 'psycholinguistic guessing game' in which the reader constructs meaning based on prior expectations and cultural background" (Bower 1992,

141). The idea is that the child learns written language in the same way he learns spoken language by taking risks in a supportive environment that includes good models.

More recently Tom Nicholson (1991) of the University of Auckland has observed some problems with context emphasis in his homeland of New Zealand. There, students are instructed in whole language, but “many New Zealand children (at least 15%) do not seem to make much progress and require individual reading tutelage in their second year of schooling” (444). He also found Goodman’s results wanting for two reasons. Goodman’s study did not compare individual differences between good readers and poor readers. In addition the classic study did not account for the effect of order of presentation of lists. Since the lists were given first, it was not known whether the higher accuracy rate was due to context alone, or having seen the words previously. In an attempt to clear the muddy waters Nicholson replicated Goodman’s study.

In one experiment Nicholson grouped children by ability and had them read the passage in context first and then in list form. “Poor readers at all age levels and the 6- and 7-year-old average readers generally showed significant gains with context. However, the 6- and 7-year-old good readers and the 8-year-old average readers showed no reliable gains, and the 8-year-old good readers gained significantly with lists” (1991, 447). He concluded that there may have been an order effect in Goodman’s original study. Another

experiment was conducted to check this assumption.

The second experiment was a replication of the classic study except that it accounted for age and ability. Results showed significant gains in context for poor and average readers in each group and for 6-year-old good readers. In sum, the benefits of context were realized by younger and less able readers.

These findings may be explained by the “interactive-compensatory model” (Stanovich in Nicholson 1991, 449). The model suggests that poor readers rely on context to compensate for their poor decoding skills, whereas good readers, who are good at decoding have no need to do so. It is further suggested that skilled readers use less “cognitive energy” to decode (because they’re good at it) and have more left over to evaluate and use context.

Miscue analysis (children read in context and the appropriateness of their miscues is evaluated) and priming studies (children read text with some words missing, later they attempt to identify the missing words) have also been used to support the assertion that exclusive whole language is the best approach to reading instruction. Consistently the miscues of good readers are more contextually constrained (fit the context) than those of poor readers. This result is cited as evidence that good readers use context more proficiently than poor readers, therefore what the poor readers need are more contextual skills. However, “when good readers are asked to read materials that are individually calibrated so as to be comparable in difficulty to those read by poor read-

ers the semantic and syntactic acceptability of their miscues decreases” (Pearson 1992, 1078). In addition “skilled readers process virtually all of the words they encounter in connected text and typically all the letters in these words. We also know that guessing strategies are successful only about 25% of the time, even in highly skilled reader” (Gough, Alford, and Holley-Wilcox 1981, cited in Vellutino 1991, 438). The *Encyclopedia of Educational Research* summarized, “The weight of the evidence of the 1980s suggests strong limitations on the use of context to achieve word identification, at least at normal rates of reading” (1992, 1078).

Again, it should be noted that these findings do not indicate that context is unimportant or that methods associated with whole language philosophy which promote meaning are useless. Chall, a proponent of phonic instruction, bristled at such suggestions, “Currently, the anti-phonics movement has taken unto itself a pro-literature, pro-writing, and pro-thinking stance, as if those who teach phonics and decoding are opposed to these obviously excellent aims ... literature, writing, and thinking are not exclusive properties of any one approach to beginning reading” (1989, 531).

Phonemic awareness (the idea that letters represent sounds) has a crucial role in learning to read. While not a new idea, the renewed emphasis on having children write (especially with invented spelling) may be one of the major contributions of the whole language movement. Invented spellings show strong evidence of being the way

through which phonemic awareness and phonic knowledge develop. In fact, “classroom encouragement of invented spellings and independent writing from the start seems a promising approach toward the development of literacy skills. The evidence that invented spelling activity simultaneously develops phonemic awareness and promotes understanding of the alphabetic principle is extremely promising, especially in view of the difficulty with which children are found to acquire these insights through other methods of teaching” (Adams 1990, 386-387).

A second focus that has received renewed emphasis from whole language advocates is the practice effect of reading. “Just plain reading has been shown to improve students’ comprehension, vocabulary knowledge, ability to monitor their own reading for sense, dispositions to read independently, and even English grammar skills” (Pearson 1992, 1082). The idea of a language-rich environment that puts real books in the hands of children cannot be dismissed lightly. And devoting a greater amount of the time designated for reading to the actual act not only appeals to logic; it has a positive effect on reading ability. The charge that there is an imbalance in time spent on workbook activities versus actual reading activities is accurate in too many classrooms.

Conclusion

Just as the two views of learning express parts of what learning is, the two views of reading (code emphasis vs.

meaning emphasis) reveal parts of what reading is. To focus on one to the exclusion of the other, as Flesch did in the 1950s and as Goodman has recently, is to limit one's effectiveness as a teacher. A better approach is to utilize what is good from each. "The key to instruction lies not in following the prescriptions of a particular philosophy or theory but, rather, using elements of whole language, direct instruction, or both is called for by an instructional situation" (Duffy 1992, 446). This leaves room for the teacher to make decisions that are appropriate for her classroom.

For the teacher it is a matter of considering the research, her experience, and the children in her charge. One teacher's compass may still point northeast, another's northwest. That's OK. If we avoid pointing due west, we may also avoid pointing fingers at each other.

WORKS CITED

- Adams, Marilyn J. *Beginning to Read: Thinking and Learning About Print*. Cambridge, MA: MIT Press, 1990.
- Bower, B. "Reading the Code, Reading the Whole." *Science News* 141 (1992), 138-141.
- Carbo, M. "Reading Styles Research: 'What Works' Isn't Always Phonics." *Phi Delta Kappan* 68 (1987), 431-435.
- Carbo, M. "Debunking the Great Phonics Myth." *Phi Delta Kappan* 70 (1988), 226-237.
- Chall, J. *Learning to Read: The Great Debate*. New York: McGraw-Hill, 1967.
- Chall, J. "Learning to Read: The Great Debate 20 Years Later—A Response to 'Debunking the Great Phonics Myth.'" *Phi Delta Kappan* 70 (1989), 521-538.
- Duffy, G. "Let's Free Teachers to be Inspired." *Phi Delta Kappan* 73 (1992), 442-447.
- Goodman, K. *What's Whole in Whole Language?* Portsmouth, NH: Heinemann, 1986.
- Lindgren, H.C. and W.N. Suter. *Educational Psychology in the Classroom*. Monterey, CA: Brooks/Cole, 1985.
- Nicholson, T. "Do Children Read Words Better in Context or in Lists? A Classic Study Revisited." *Journal of Educational Psychology* 83 (1991), 444-449.
- Rosenshine, B. "Academic Engaged Time, Content Covered, and Direct Instruction." *Journal of Education* 160 (1978), 36-66.
- Rosenshine, B. "Teaching Functions in Instructional Programs." *The Elementary School Journal* (1983), 335-350.
- Pearson, P.D. "Reading." In M. Alkin, (Ed.), *Encyclopedia of Educational Research* (6th Edition), pp. 1075-1085. New York: Macmillan, 1992.
- Vellutino, F. "Introduction to Three Studies on Reading Acquisition: Convergent Findings on Theoretical Foundations of Code-oriented Versus Whole-language Approaches to Reading Instruction." *Journal of Educational Psychology* 83 (1991), 437-443.

Alan Bitter teaches at Christ Lutheran School, Grand Island, Nebraska.

Attention Deficit Hyperactivity Disorder

Debra Heinz-Peterson

A
A D
A D H
A D H D
A D H D
A D H D
A D H D

“Jack is really causing me great concern. He seems to have had these problems since kindergarten. Everyone has talked about it, but little seems to help. His kindergarten teacher thought he might outgrow the restlessness, but by second grade it’s worse. He’s not that far behind in skills but he rarely completes his work, can’t keep his hands to himself, disrupts others, and is like a motor in high gear. I’m becoming very concerned that he has lost the few friends who would play with him at recess. He’s just too rough and often finds himself in the principal’s office or spending recess at his desk. Please, can you help me understand and assist Jack?”

What is ADHD?

This type of child has been described by teachers for years. In the early 1900s, a group of children was described as having many of the characteristics we now commonly refer to as ADHD. The terms have changed and in the past have included brain damage syndrome, hyperkinetic impulse disorder, attention deficit disorder, and now attention deficit hyperactivity disorder (ADHD). Russell Barkley (1990), an authority in the field of ADHD, has

offered the following view:

ADHD is a disorder characterized by developmentally inappropriate levels of poor sustained attention, impulsiveness, and restlessness or hyperactivity. These behavioral symptoms often arise in early childhood before four years, and are almost always evident by seven years of age. The disorder is relatively chronic, with most children continuing to display significant levels of these symptoms into adolescence or young adulthood.

More than 60 percent of these

children have additional problems with aggressiveness or oppositional behavior and serious difficulties interacting with other children. Over 90 percent of these children experience significant underachievement in school, being unable to work up to their known intellectual or academic potential. This is often seen in frequent incompletion of school assignments, disruptive classroom behavior, poor relations with classmates, and generally poor academic grades.

Over half of these children have excessively low tolerance for frustration, frequently reacting with anger, distress, or temper outbursts with little provocation.

Most experts view the disorder as having a biological predisposition, often running across generations in families. Nevertheless, the environment in which the child is raised, while not causing the disorder, may contribute to the development and severity of other problems, such as aggression and defiance.

Treatment consists of the use of behavioral modification techniques, family therapy, special services, and, in up to a third of the cases, stimulant medication. No treatment is curative, but in combination these treatments can assist ADHD children in being more productive in school, having better family relationships, reducing teasing and rejection from peers, decreasing the amount of punishment they may receive, and remain-

ing in school longer than they otherwise might have done without treatment.

It is estimated that three to five percent of children are impacted by ADHD. The disorder occurs in boys almost three times as often as in girls. *The New England Journal of Medicine* (Hauser, 1993) reported that a genetic defect is a likely cause of the disorder. This gene regulates the body's use of the thyroid hormone. Thus, ADHD is currently viewed as a biologically based disorder.

These children are at high risk for academic problems in the areas of skill development and behavioral adjustment. The lack of proper social skills adjustment may result in a student with few friends, frequent negative interactions with adults, and a general sense of isolation.

“

*It is estimated
that three to five
percent of
children are
impacted by
ADHD.*

”

INTERVENTION

Observation and documentation

Proper school interventions are necessary for the ADHD child to succeed. Teachers are often perplexed, frustrated, and feel ineffective in dealing with the ADHD child. Routine discipline procedures and teaching strategies seem to be less than effective.

First, the role of the teacher is to determine the level of effectiveness of the current teaching and learning situation. Numerous interventions, modifications, and consultations should be attempted to assist the child in learning and behaving. The ADHD child has typically been identified as “difficult” upon entering school. Teachers, parents, principals, and, possibly, counselors, have attempted a variety of strategies to assist the student. It may be necessary to consider a referral to a specialist in the area of ADHD.

Prior to referral, a great deal of documentation should be collected by the school team. This team may consist of the child’s current teacher, previous teachers, principal, and parents. A list of observations of behaviors over an extended period of time should be gathered. In addition, the professionals should document the attempts at intervention.

If parents and teachers alike agree that a further referral is necessary, the school may contact the local education agency for information regarding an evaluation. Alternatives to the public school evaluation may include contact with a private psychologist, psychiatrist, or medical doctor. If at all possible, a

referral to a Christian professional is preferable. It is important to remember that diagnosis of the disorder is the responsibility of the specialists, not that of the classroom teacher or parents. Cautions and professional use of the term “ADHD” must be exercised.

“

The role of the teacher is to determine the level of effectiveness of the current teaching and learning situation.

”

Medication

Should the child be diagnosed as ADHD, several means of intervention exist. The interventions include medication, classroom and home modifications, and cognitive-behavioral therapy. In isolation, each is less than effective.

The use of central nervous system stimulants is very common. The three most commonly prescribed medications are Ritalin, Dexedrine, and Cylert. These psychostimulants take effect and

wear off quickly. Behavioral effects are observed within thirty minutes. Approximately two-thirds of children with ADHD show beneficial responses to stimulant medication. Beneficial stimulant effects include reductions in classroom disruptiveness and increase in on-task behaviors.

The most common side effects of stimulant medication include irritability, insomnia, and loss of appetite. In dealing with the physician, the child's level of medication and observed effectiveness should be reported and monitored both at home and school.

Medication will not make the child perfect. Do not attribute behavior to "if he did or did not take his medicine." The medication should not be referred to as a "good boy pill," but rather an assistance to the child which will allow him to attend to a task for longer periods of time.

It may be difficult to distinguish wilful misconduct from the effects of the child's disability. If the student is engaged in planning for misbehavior, it is likely that the behavior is not directly related to the disorder and should be treated as disobedience. Consequences should be realistic, brief, and allow for a return to the classroom routine as soon as possible.

Therapy

Therapeutic intervention may involve the child, family, pastor, and/or teacher. Such intervention is typically initiated by the child's family. It is suggested that the classroom teacher be in contact with the therapist and expect assistance

in dealing with the student.

Several programs have been developed to assist children in controlling behavior. Such programs involve the student's delaying of impulses, thinking before acting, accepting responsibility for consequences, and developing problem solving skills.

Programs for small group use within the school setting allow for the student to learn, practice, and generalize behaviors which will enable the child to function better at home and school. One such program is "Stop and Think Program," relatively inexpensive and appropriate for teacher-student interaction. A training manual and suggestions are provided in addition to a student guide. This program will require basic training for the teacher and/or therapist and includes approximately forty-five minutes per week of direct intervention.

CLASSROOM GUIDELINES

Following is a list of classroom interventions and suggestions to assist the teacher in meeting the needs of a student with ADHD behaviors.

Teacher's approach

- Do not expect a cure for the child. Rather, view the process as one in which the child slowly gains age-appropriate behaviors.
- Continue to learn how to incorporate successfully the student into your classroom. Ask questions of the experts, read about the topic, experiment with various forms of intervention, and speak with others about

assisting the child.

- Set the tone in your classroom. Involve the student as a member of the class and approach the situation with patience and tolerance in discussing the child with others, speak of him in a positive fashion which addresses his strengths. The manner in which you present the student to others will impact upon the treatment which he receives.
- Do not allow yourself to view the student as the source of all classroom misbehavior. Even though it is true that this student is likely involved in much of the classroom disruption, it is unlikely that he is the cause of each management challenge.
- Allow for a “hands-on” approach to learning and use manipulatives when possible.
- Allow the child to prepare for changes in the routine. Field trips, substitute teachers, and class assemblies are potential areas of difficulty for the student. Plan for these situations with the student, the principal, and other students. Establish an alternative plan when potentially difficult situations are expected.
- Break up periods of inactivity or desk work with movement and variety.

Classroom intervention

- Seat the student near the teacher and away from potential distractors such as the pencil sharpener, the door, or locker areas.
- Seat the student with well-behaved peers and away from others students

with behavioral difficulties (this does not mean putting the child in the hall or closet area).

- Use cooperative learning strategies in which the student is assigned a role in a less structured setting.
- Use computers in teaching; they offer immediate feedback and visual stimulation.
- Establish a learning center and/or reading center to which the child may go when he feels a need. One teacher has include a stationary bicycle as an intervention area for an ADHD student in her classroom.
- Build into the student’s day the opportunity for physical movement.
- Allow the student to serve as the “passer or collector” of papers, or the person responsible for such things as erasing the board or recording information on the chalkboard.

“

*An ADHD
child is likely
the most
challenging in
your classroom.*

”

Classroom Assignments

- Reduce the amount of work, but not the quality expected.
- Divide assignments and directions into smaller parts.
- Offer frequent feedback to the student regarding his general performance and behavior. Attempt to find and share the positive aspects of the day.
- Have the student repeat to you or another child the assignment for the day.
- Use a kitchen timer to allow the student to estimate the amount of time needed to complete an assignment. Increase the amount of time on task and encourage the student to use the timer as a reminder to “stick with the assignment.”

Behavioral Interventions

- Ask the child to frequently “stop and think” about a behavior.
- Teach the child to be a STAR: Stop, Think, Act, and Review.
- Model for the student positive “self-talk” or working through a problem. Encourage the student and others in the classroom to use this strategy.
- Teach the student organizational skills. The use of color-coding, establishing routine, and building dividers inside of the desk area may assist the student.
- Establish behavioral contracts with the student. Because students with ADHD rarely achieve rewards, it is important to structure a system in which the child can achieve success.

Such system may include rewards based upon the child’s behavior in a specific class or for a portion of the day. An alternative is to offer the child five chips as the day begins. Explain that each chip represents two extra minutes of recess time. He is allowed to keep the chips in his hand, desk, or pocket as long as he follows two rules which have been identified. The goal is to structure the environment in a manner which allows the child to be successful. Each successive experience should build upon the previous one until the child has learned a level of control over his behavior and has accepted responsibility for misbehavior.

- Establish consequences to behavior which are consistent. If time-out is to be used, it is suggested that this be a period of time for the student to reflect on his behavior and then to return to the learning task. A rule of thumb is one minute of time out for each chronological year (a ten-year-old would receive ten minutes of time out).
- Use green, red, and yellow cards for the student. The teacher holds up a green card to reinforce appropriate behavior, a yellow to indicate potential trouble, and a red to indicate a need for the student to stop and change the behavior immediately.
- Do not withhold physical education class or participation in sports as a form of punishment. Judicious withholding of recess may be appropriate. If it proves ineffective as an intervention, discontinue this form of punishment. This student requires

the opportunity for physical movement.

Summary

An ADHD child is likely the most challenging in your classroom. This disability is not one which is visible in the sense of the need for a wheelchair, Braille, or glasses. The Lord has presented to you the challenge of leading this young person. The manner in which you choose to address these needs will not only have an impact on the student, but also those who are witnessing the interaction.

The continued acquisition of information on ADHD, attempts at problem solving, creative means of teaching, and demonstration of patience will assist you in including this student in your classroom. This disability will not go away. However, with Christian intervention, the child can learn to function more effectively.

RESOURCES

Video

The WELS office has made available to schools the video, "Educating Inattentive Children." This video is suitable for teacher inservice, is approximately two hours in length, and contains a study guide. The first portion of the video includes information about the history and diagnosis of ADHD; the second portion deals with classroom interventions.

Also available is the video, "It's Just Attention Deficit Disorder" which is designed to be shown to children and parents. It is suggested that the age and

maturity level of the child be considered.

Booklet

"How to Own and Operate An Attention Deficit Kid" is a 43 page booklet for teachers and parents. It may be obtained from HAAD, 106 South Street, Suite 207, Charlottesville, VA 22901. The cost is minimal.

Training program

Stop and Think Workbook and Manual
Second Edition
Philip C. Kendall, Ph.D.
238 Meeting House Lane
Merion Station, PA 19066

WORKS CITED

- Barkley, R. *Attention Deficit Hyperactivity Disorder*. New York: Guilford Press, 1990.
- Hauser, Peter. "Attention Deficit Hyperactivity Disorder in People With Generalized Resistance to Thyroid Hormone." *The New England Journal of Medicine* 328 (April 8, 1993): 997.

Debra Heinz-Peterson, a practicing school psychologist, lives in Casa Grande, AZ.

Authentic Assessment

David O. Wendler



Why the interest in authentic assessment?

For at least 20 years, standardized tests have been accepted as the measure of student achievement. The minimum competency testing emphasis of the 1970s and early 80s contributed to this perception. The goal was to ensure that all students mastered at least some basic skills. This resulted in the breaking down of skills into discrete parts which were then tested. Encouraged by the efficiency of computerized scoring, state mandated tests doubled in the United States during this time period.

Now there is a reevaluation of standardized testing. Critic Cheryl Tibbals of the Kentucky State Education Department complains about the breaking down of skills into meaningless “factoids.” What is the purpose of learning and testing “factoids” that are not connected to anything else the child is learning or that is not connected to anything meaningful in the child’s life (O’Neil 1992)?

Howard Gardner of Harvard University complains that most schools have fallen into a pattern of giving kids exercises and drills that result in their getting answers on tests that look like

they understand. However, ask these students to take what they learned and apply it in a different situation and we realize they don’t truly understand. For example, in mathematics, kids often learn formulas by rote, and learn how to plug numbers into those formulas. As long as the problem is presented with the items in the right order, everything is all right. But as soon as the problem is given in a different way requiring the students to understand what the formula really means, the students fail (Brandt 1993).

The usefulness of standardized test results is also questioned. How useful are data from norm-referenced multiple-choice tests when the tests compare students to one another rather than telling you what a student can do? How useful are the standardized test results when the tests emphasize skills out of the context in which they are normally used?

In sum, the definition of knowing and understanding is changing. To know something now requires interpreting it, relating it to previously learned information, and applying it to novel situations (Wittrock 1991). Correspondingly, the goals of some schools are changing from trying to get high scores on standardized tests to finding out what kinds of authors,

investigators, and speakers they are turning out. And it is authentic assessment that is providing a model for discovering this information.

What is authentic assessment?

Simply stated, authentic assessment is assessing a student's performance in a context more like that encountered in real life. Real life is defined as both inside and outside the classroom. With this assessment model you can't evaluate language usage without asking students to write and speak and you can't evaluate scientific knowledge without asking students to investigate, hypothesize and/or problem solve. Authentic assessment is built on active learning where students are researching, questioning, debating, writing, and reading about a topic and then using this knowledge in some way.

This type of assessment is sometimes called performance assessment. Despite the synonymous use of the two words, there is a difference between them. Performance assessment refers to situations the teacher creates for assessment purposes while authentic assessment refers simply to assessing students on the basis of their normal daily work. For example, teacher A may assign a particular writing assignment for the purpose of assessing writing and editing skills. An assignment given to the entire class to assess their progress is performance assessment. On the other hand, teacher B may conference with each student to determine which paper from the student's portfolio to use for assessment purposes. The papers in the

portfolio were not generated by a direct assignment for assessment purposes but instead represent the ongoing work of the student for the year. This is an example of authentic assessment. Thus, all authentic assessment is performance assessment, but not all performance assessment is authentic.

“

Authentic assessment is assessing a student's performance in a context more like that encountered in real life.

”

Authentic assessment means no teacher-devised or standardized tests. Instead, assessment is based on the daily work of students. This work often is problem or project centered. When authentic learning situations are used, authentic assessment naturally follows.

Authentic learning and assessment have several goals (Newmann & Wehlage 1993). First, they should require higher order thinking by requiring students to combine facts and ideas in order to synthesize, generalize,

explain, hypothesize, or come to some conclusion. Second, they should promote depth of knowledge. The idea of coverage has been the bane of much of our instruction. We feel like we have to cover everything in the textbook. We are afraid we might miss something if we skip any pages in a textbook. Unfortunately, this type of coverage thinking results in little true understanding for students. Coverage of large quantities of fragmented information results in superficial knowledge at best. Depth, on the other hand, is produced by covering fewer topics in an organized way and by connecting them to each other, to previous knowledge, and to the real world of the students' lives. Third, some connection to the world is a goal. Assessment gains authenticity the more there is a connection to students' lives outside of school. Fourth, sharing ideas, working together, talking about how to solve problems, and finding information are encouraged. Fifth, there is a climate in the classroom that all students can learn to use important knowledge and skills, that all students have something to contribute that will benefit other students. It is a belief that every classroom should be run like a classroom for the gifted.

Examples of authentic assessment

Students might be asked to perform a group science experiment, defend in writing or speaking how they answered a math problem, write journal entries, solve problems, or keep a portfolio of representative work (Meisels 1993).

In Providence, Rhode Island, high school students read original documents and write history themselves, rather than only reading a textbook. They become historians (Brandt 1993). In science students become scientists by not only reading what other people have discovered, but by investigating, researching, and conducting their own experiments. Students write their own books and have them published or write letters to business people. Problem solving, open-ended questions, exhibits, demonstrations, hands-on experiments, and computer simulations are encouraged since they allow for multiple approaches and solutions.

“

Assessment gains authenticity the more there is a connection to students' lives outside of school.

”

Conclusion

Authentic assessment is based on authentic learning activities. The power of authentic learning/assessment is the simplicity of its central idea; namely, students' experiences in school should

more closely resemble the experiences they encounter in real life.

I believe authentic assessment has a place in our classrooms. In succeeding issues of the *Educator* other authors will detail specific ideas for authentic assessment in different subject areas. In general, I offer this advice. First, we need to be realistic. Work toward more authenticity, not complete authenticity. Not every learning activity must duplicate real-life experiences. Second, textbooks contain suggestions for experiments, ideas for projects, and story problems. These are available opportunities for authentic learning and assessment in our classrooms. Finally, recognize the authentic assessment you are already doing. Writing to legislators, simulating a part of history, and giving open-ended questions and response opportunities are authentic assessment opportunities many teachers are already using.

WORKS CITED

- Brandt, Ron "More Like Life Outside." *Educational Leadership* 50 (April 1993): 3. "On Teaching for Understanding: A Conversation with Howard Gardner." *Educational Leadership* 50 (April 1993): 4-7.
- Newmann, Fred & Wehlage, Gary "Five Standards of Authentic Instruction." *Educational Leadership* 50 (April 1993): 8-12.
- Meisels, Samuel, "How is my Child Doing?" *Education Week* (August 4, 1993): 54.
- O'Neil, John "Putting Performance Assessment to the Test." *Educational Leadership* 49 (May 1992): 14-19.
- Wittrock, M. "Testing and Recent Research in Cognition." In *Testing and Cognition*, edited by M.C. Wittrock and E.L. Baker. Englewood Cliffs, NJ: Prentice Hall, 1991.

David Wendler teaches in and is chair of the Education Division at Dr. Martin Luther College, New Ulm, Minnesota.

"Now go and I will help you,"
Commands the Lord of me,
"To speak the wondrous story
That Christ has set all free."

Help me to teach your lambs, Lord,
With love and tender care,
And walk in your commandments,
Both here and ev'rywhere

Wherever you may lead me,
I follow willingly.
O Jesus, blessed Savior,
You guide me faithfully.

Rebekah J. Haag
1993 DMLC class hymn



Sex Ed: Sharing and Listening

Ramona M. Czer

Dear Teachers,

I'm writing to thank you for the sex education you've been giving my daughters and to urge you to redouble your efforts.

Maybe you're thinking, "Sex education! We're not teaching sex education to your daughters." Perhaps not knowingly, but you teach much more than you realize. You teach by your attitudes. Every time you say something—or avoid saying something—on a sexual matter, you teach them. You also teach them by how you live, how you dress, whom you marry or date, and how you listen when they want to talk about sex. And many times you teach them without knowing it.

One day as my ten-year old Erin gazed raptly at me breast feeding her brother, she blurted out, "I'm going to nurse my babies when I grow up." I smiled and asked why. "Because," Erin replied gravely, "otherwise it's like taking your breasts for granted."

What a wonderful attitude for all of

us to have about our bodies! We aren't our own—nothing should be "taken for granted," but used for God's purposes. Though I love talking to my daughters about these matters, I hadn't said much about nursing. So how had Erin picked up this attitude? Because I let her watch me, share in my mothering experience, she "picked up" my attitude.

Now why am I telling you this? Because I'm getting worried about how many terrible attitudes about sexuality my daughters are being exposed to every day. I'm also hoping you can help counteract them.

My older girls are in seventh and fifth grades this year, teetering on the verge of young womanhood, whispering more, showering more, and rocking the house with their mood swings. And they watch many of the same movies we do. They see women on the big screen, on TV, and even in real life acting with little respect for their bodies, their virtue, or their partners.

Ribald innuendo, the acceptance of casual relationships (despite AIDS), and the mocking of monogamy and child-



bearing are so common that soon young Christians will feel it's weird and archaic to believe and act any differently.

We must work aggressively against these attitudes. We must talk to our young people and share our attitudes. You already reveal many of your attitudes on sexuality, some unconsciously, such as how comfortable you are with your body, how important your spouse is to you (or the fact that you don't have one), or how embarrassed or matter-of-fact you are when confronted by sexual innuendo. Don't be afraid to reveal even more. Don't be afraid to share with them what you think makes a person truly beautiful or attractive. Don't be afraid to comment on sexual topics that come up in Bible history or literature. Let them see how you apply God's commandments.

My girls are eager to know what you think. They're hungry for guidance, for a practical philosophy about what's right and what's wrong. They want to know whether it's okay to laugh at certain jokes or let that boy snap their bra or look at dirty pictures in the parking lot. They're already hearing what the world thinks; they need the response of caring Christian adults as well.

Most of all, don't be afraid to listen. Ask them what couples do for fun in the "Sweet Valley High" books or who's seeing who on "Saved by the Bell." Believe me, they'll start chattering and you'll learn a lot.

We just allowed the girls to see *A League of Their Own*, a basically fun movie. I don't regret the decision, but one scene in a bar room made me

uncomfortable because the women baseball players flirted sexually with men they'd never met before and probably wouldn't see again. Then later one player, May (played by Madonna), asked her friend if she looked okay for her date. When the friend said, "Your dress is a little tight," May wisecracked, "Who cares? It won't be on long anyway."

Though tempted to preach, I asked Megan my seventh grader after the movie if she thought any of the scenes were offensive or unnecessary. After considering this, she mentioned both the bar scene and the dress reference—without coaching. By taking the time to talk about the movie—and listen—I allowed her to discover her own attitude.

In the car one day, Megan was trying to help her friend decide whether she should break up with the boy she was "going with" (which means far less than you might worry it does, by the way). Megan said to her friend, "Go on. Tell my mom about it. She understands these kinds of things."

Yes, I know many times Megan is going to say to me, "You don't understand!" I'm just grateful that for now she believes I am someone who will listen to her about sexual matters and share what I've learned as well. I just hope that you can become for her someone who "understands these kinds of things." I need all the help I can get.

With eyes wide open,
A Mother

Ramona Czer is a wife, mother, student, and writer living in New Ulm, Minnesota.

Teaching Faith In Action

Joyce E. Loeck

"Teacher, John hit me."
"John, did you hit Mike?"
"Yes, but he hit me first."
"Mike, did you hit John?"
"It was an accident. I bumped his desk."
"Yes, and he knocked all my crayons on the floor, so I hit him."

So both students have sinned against each other and what does a teacher do? This can be the most frustrating part of teaching, the constant tattling and petty fighting that goes on in or outside the classroom. It wastes the teacher's time and patience, detracts from learning, and usually the teacher is left in a dilemma of whom to punish and what consequences to give.

Teachers in desperation might forbid tattling and choose to ignore children when they come for help. However, a bully can take advantage of a no-tattling rule and children can be harmed. On the other hand, a teacher might choose to reprimand one or both children. Yet even this does not always prevent children from continuing their improper behavior. What else can a teacher do?

A workshop given by Mary Ann Evans-Patrick (University of Wisconsin—Oshkosh), entitled "Discipline With Dignity" and based on the works of Richard Curwin and Allen Mendler provided an interesting approach. An idea presented was that when we as

teachers teach academic subjects, we follow a Teach-Model-Practice formula. This approach could also be applied to behavior management.

For example, the opening conversation at the beginning of this article might continue in this way:

"Mike, did you bump John's desk and knock his crayons on the floor?"

"Yes."

"Did you say you were sorry and help him pick them up?"

"No, but I didn't mean to do it."

Notice what happened. First, sinful man immediately thinks the worst when something happens and strikes out. Mike bumped the desk; John hit him. Mike bumped the desk, knocking the crayons on the floor, disturbing John, and damaging his property. There should have been an immediate apology, "I'm sorry," and an offer to assist in picking up the crayons. If these two things had happened, the hitting would not have started.

What does God say about that? There are many passages in the Bible that tell us how the boys should have acted in this incident: "Do not repay anyone evil for evil" (Ro 12:17), "Do not take revenge..." (Ro 12:19), "Everyone should be quick to listen, slow to speak and slow to become angry" (Js 1:19). Luther tells us in his

explanation to the Eighth Commandment "...take his words and actions in the kindest possible way." Paul tells us, "Love does no harm to its neighbor" (Ro 13:10) and "But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control" (Ga 5:22). Peter also reminds us "...he must seek peace and pursue it" (1 Pe 3:11). Our Lord himself says, "Love your neighbor as yourself" (Mt 19:19).

One day as I was coming in from a recess, I heard several petty complaints. When the children were in their desks, I began a class discussion. The children knew all the answers. They knew what God says. They had a good head knowledge of God's Word. What I wanted was an application of God's Word to the student's lives. They know of Jesus and his great love for them in his life and death. Now I wanted them to live what they know. When Mike bumped John's desk and knocked the crayons on the floor, I wanted Mike to respond in love. I wanted Mike to say, "Oh I'm sorry. Let me help you pick them up," and then do it. I wanted John to accept Mike's apology and forgive out of love, taking Mike's action in the kindest possible way.

First I asked the children to tell me how they would feel if someone bumped their desks and knocked their crayons on the floor. Several hands went up and the response was "angry." I asked them what they would do. They said things like, "Hit him," and "Knock his crayons down." Second graders aren't intimidated, and they answered truthfully. I asked what God says about

that, and they knew that they shouldn't hit or get back.

Next I walked to a desk, bumped it, knocked the crayons on the floor, and walked away. I said to the student, "How do you feel about what I did?" She said she wasn't happy with me. I then went to the desk and said to her, "Sarah, I'm sorry. I did not mean to disturb you. Let me help you pick up the crayons," and did. Then I asked her how she felt, and she smiled sheepishly and said, "OK."

Teach

I said to the class, "We don't want to make people angry and whenever we disturb others in any kind of a way, we need to excuse ourselves. That's good manners and God's way of doing things, showing love. The first thing we do is say 'I'm sorry' and fix the situation if we can."

Model

I went down the rows bumping into people and saying, "I'm sorry." I knocked a paper on the floor and said, "I'm sorry," and picked it up. I kicked someone's foot and said, "Excuse me." I hit a hand lightly and said "I'm sorry." I said, "When you say you are sorry, there isn't a comeback from the other person and no fight happens. No arguments start, and you do not have to run to me and report. The words, 'I'm sorry,' stop a bad response from happening."

"What can stop a fight?" I asked.

"Saying 'I'm sorry,'" they all answered together.

Practice

I had John get up. "John, walk by Mike's desk and knock his paper on the floor." John did it. "Now John, tell him you are sorry and pick up the paper." It took a little prodding. John felt uncomfortable saying I'm sorry. I urged him quietly and finally he mumbled the words, "I'm sorry." Mike answered "It's OK."

Several other children wanted to get in on the game and practiced several times. Each time the apologies came easier.

Somehow the children seem to think the words, "I'm sorry," or "Excuse me," would make them look stupid or weak in front of their peers, even in second grade. They had a tough time getting the words out.

The children still need many reminders, but the results are a joy. I now hear and see love in action. "Oh, I'm sorry I bumped you, Leslie." "It's OK, Todd." "Let me help you pick that up, Mary." "Are you OK, Josh?" "Let me help you up." "I'm sorry I bumped you."

Throughout this year when children come to me with a report on someone, we talk it out and I ask, "Who should apologize?" Almost always the one who started it says, "I'm sorry," and then he or she goes off to an activity smiling. The tattling is minimal as the children are able to solve situations with one another before they start.

I am convinced that children needed to be guided in how to show love. They needed to be taught how to make it a part of their action before they can do

it. Somehow the connection was not made between the head knowledge and the application to real life. It's like teaching a little child to say "ta ta" for thank you as soon as he can form the words each time he is given something. Many times we think words are enough. Perhaps we need to make use of more ways to teach the children how to live their sanctified lives.

James 1:22 says, "Do not merely listen to the word, and so deceive yourselves. Do what it says." I wondered how the children could confess their sins to Jesus when they couldn't admit faults to each other. Philippians 1:27 says, "Whatever happens, conduct yourselves in a manner worthy of the gospel of Christ." That is a goal in teaching our children. We want to see evidence of their faith. To do this we can use all ways of learning. We need to *teach* them what God says, *model* what God means, and assist them in *practicing* their faith in any way we can. That is part of doing what Christ asks us to do in Matthew 28:20 "...teaching them to obey everything I have commanded you..." The way that was successful for me was to have an artificial, set-up practice that the children were able to transfer into their lives together.

There isn't much tattling and petty fighting that I'm told about anymore except when they argue about the rules in football.

Joyce Loeck teaches in Mt. Olive Lutheran School, Appleton, Wisconsin.

Teachers Share Ideas

Make a Story Star

The story star is a graphic organizer. It is a variation of the story map. Use it after students have read a story to help them organize their thinking about the story.

To construct a story star, use masking tape to make a large star shape on the floor in the classroom. A question should be placed at each five points as shown in the diagram below. The questions are:

1. Where? (setting of the story)
2. Who? (characters of the story)
3. When? (time setting)
4. What was the story about? (problem)
5. How did it turn out? (solution)

To use the story star, put the title of a story in the center of the star. Then invite five different students to position themselves on the five points of the star. Each student, in turn, will be asked to answer the question on the star point where he or she is standing. With this story “star” activity organized thinking can “shine.”

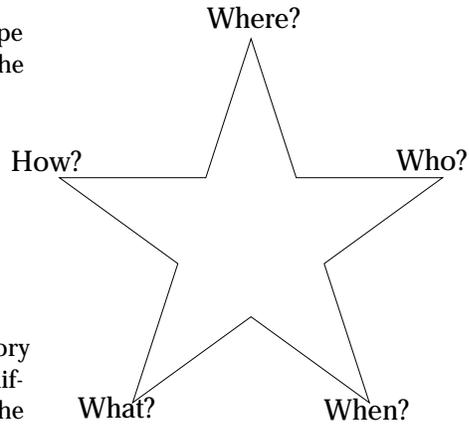
Margaret Lequia
St. John’s, St. Paul, MN

Project Idea

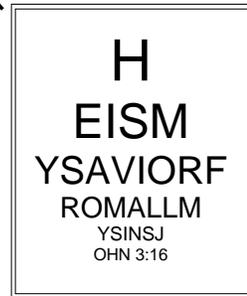
Upon completion of studying the Ten Commandments, give students a piece of posterboard which they can “fashion” into two “stone tablets.” Students then search magazines, newspapers, and tabloids for examples of people either breaking or keeping each of God’s Ten Commandments. Display the children’s modern-day versions of God’s Law for all to see. This is a great way to achieve practical application for your Bible history or catechism class.

Alan Uher
St. Martin’s, Watertown, SD

A Story Star



FOR A 20/20 DAY



FOCUS ON JESUS

*Courtesy
of Al Uher*

Teachers Share Ideas

Math Fact Chants for Mastery

When it's time to master multiplication facts, these chants are easily learned and have been helpful to children who are struggling to memorize their facts. Teach the chants much the same as a cheerleading cheer. Then guide your children in understanding how these chants make multiplication facts easy to know and remember, much the same as we frequently rely upon a familiar chant to determine how many days are in any given month of the year.

3's: 3-6-9-12

Hey these 3s are really swell.
15-18-21-24
Don't stop now, there's still some more.
27-30-33-36
Now we're ready for harder tricks!

4's: 4-8-12-16

We're the best you've ever seen!
20-24-28-32
Bet I can say it faster than you!
36-40-44-48
Come on, tell us how we rate.

5's: 5-10-15-20

Ha, ha, ha, aren't we funny?
25-30-35-40
Hurry, hurry make it a shorty!
45-50-55-60
Now we're done, licky splitsy!

6's: 6-12-18-24

C'mon, c'mon do some more!
30-36-42-48
We're learning our sixes! Aren't we great?
54-60-66-72
That was really easy to do.

7's: 7-14-21-28

Hey these 7s are really great!
35-42-49-56
Let's say them fast, just for kicks!
63-70-77-84
That was a really easy chore.

8's: 8-16-24-36

I'm catching a cold - ah - ah - choo!
40-48-56-64
These 8s are easy - what a bore!
72-80-88-96
Now we're ready for hard, hard tricks.

9's: 9-18-27-36

Ha! These 9s are easy tricks.
45-54-63-72
Can you believe we're almost through?
81-90-99-108
Hurray! Hurray! Aren't we great?

Debra Walz
Petra, Sauk Rapids, MN



Send your ideas and clip art to
Teachers Share Ideas *The Lutheran Educator*
Dr. Martin Luther College New Ulm, MN 56073

WELS Teachers Across The Country—UNITE!!!

Kristine L. Yarbrough

As teachers of our WELS elementary and high schools we share a special common bond: a faith in our Savior and the wonderful opportunity to share this with our students. Not only do we share a common faith as Christian teachers, but we also share the everyday struggle of choosing the right resources, materials, methods, and creative manipulatives to enhance our teaching.

Many of us are well acquainted with the secular educational periodicals that are full of creative ideas and resources. Although these can be very helpful, they are not always geared toward a Christian classroom environment.

The most productive solution I see is for the teachers within our Synod to share their ingenuity, creativity, and successful methods with one another. Therefore, I encourage all of you teachers to share these talents and blessings our gracious God has given you with other teachers by submitting them to our Christian educational periodical—*The Lutheran Educator*. Share the science fair that was a success! Let us know of the play production your class put on that went well! Share the choir concert you performed that seemed to be a good tool for evangelism! These may seem insignificant occurrences to you, but they are blessings God has bestowed upon your school and congre-

gation. These methods can be used by teachers in other congregations and schools. Please share them! Your talents, ideas and successes are important and may be helpful to others.

I am a teacher in the Southwest. My students have a great deal to share about their culture, environment, and heritage. I am certain that students on the West Coast, East Coast, Gulf Coast, in the Mid-west, and all areas of our country have equally as much to share. As a way to learn more about other cultures and regions and improve writing skills, I think that partner-correspondence between classrooms would be very beneficial. We hear so much about curriculum integration, well, here is your opportunity to combine language, grammar, writing, and social studies.

I teach grades K-3 and am looking for a teacher of students in these same grades (single or multigrade) to correspond with. I have twenty willing students who will share fascinating information about their Southwest culture and environment. If you are interested in setting up a Pen-Pal exchange, please write to

Kristy Yarbrough
Shepherd Lutheran School
3900 Wyoming Blvd. NE
Albuquerque, New Mexico 87111

REVIEWS

REVIEWS

Donald Ratcliff, editor. *Handbook of Preschool Religious Education*
Birmingham, Alabama: Religious Education Press, 1988. (306 p.)

While many religious preschool texts offer ideas and opinions as to the faith life of young children, this text, *Handbook of Preschool Religious Education* edited by Donald Ratcliff, is an informative summary of this area of study. This handbook has the theoretical and research foundation needed to understand the mental, social, and physical characteristics of preschoolers in light of their spiritual capabilities. What makes this book more than just another methods text is that Donald Ratcliff has blended the contributions of about fourteen researchers in all fields of child and family development.

The main purpose of this handbook is to convince the reader that religious education for the preschool child is possible. Several beginning chapters emphasize the fact that sound teaching methods need to be based on a framework of theory about human growth and development. Scripture states this directive in Proverbs 22:6, "Train up a child, and when he is old, he will not depart from it." A quote by Horace Bushnell is cited, "That the child is to grow up a Christian and never know himself as being otherwise."

Child care programs for preschool children are an important factor in the

way children are raised today. This text addresses the questions and concerns of Christian congregations integrating young children into their church life. Today's preschool sometimes replaces the home. Young children need the constancy of love, and caring adults who interpret the meaning of events such as the birth and baptism of a sibling, natural disasters, and the death of a grandparent. Donald Ratcliff stresses that young children need a spirit of family to communicate the love of God through care-taking activities.

Preschool teachers are called upon to accommodate to the fact that young children do not learn in the same ways in which older children learn. The kind of experiences offered them must be geared to their particular level of development. Bridging theory and practice, the text clearly states preschoolers need rituals which provide an internal continuity and logic of their own. Teaching is a mystery; the Holy Spirit really teaches and not the teacher. Faith is a gift given by hearing the Word, not taught in didactic fashion. The final chapters detail the improvement of the practice of teaching the young, why it works and how it works.

This review closes with a quote from C. Foster (*Teaching in the Community of Faith*).

Children are necessary bearers of the culture, linking past and future, as well as being agents of

God's on-going activity in the world. Understanding childhood from a biblical and theological perspective is the core of religious socialization, particularly in a cul-

tural milieu where childhood is under attack.

Reviewed by Beverlee Haar, Professor of Education and Dean of Women, Dr. Martin Luther College, New Ulm, Minnesota.

