



Building a Teacher's Tool Box
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What do water, heat and electricity have in common? Necessities that many of us went without in the Halloween nor'easter that ripped through our area! Who would have thought that while many of us were at the Fall Conference at Manchester School of Technology, that we would go home to find ourselves without power, water, heat and electricity? That was a storm that many of us will not forget. My sons certainly will not forget about the Halloween that was postponed!

But, in speaking about the Fall Conference, if you attended or presented, you know that it was a marvelous time! It was a time spent learning, sharing, and communicating with fellow educators from NH. What a great way to spend a Saturday, despite the forecast of inclement weather.

I will not belabor the point...here is what you will find in the newsletter. (I still find that I am playing "catch up" in light of the storm, even this many weeks removed. So, if you are like me, you just want to "cut to the chase" and get the information.)

On **page 3**, you will find **"Group Roles"**. As classroom teachers, we are always trying to figure out ways to get students to participate and to be active contributors to classroom

discussion. I hope that you find this useful when setting up groups.

On [pages 4 and 5](#), you will find ["Paper Airplane Learning"](#). In this activity, you see the learning purpose in allowing paper airplanes in class!

On [pages 6 and 7](#), you will find [Hink Pinks](#) based on math. If you do not know what a Hink Pinks is, it is a clue that needs to be read, and then it is a two word rhyming answer that will solve the clue. These are lots of fun, and they generate higher order thinking skills when trying to solve them.

And lastly, you will find another teaching tip on my blog. Yes, I am going to make you go out to my blog and find it. I hope that once you go out there and see that it is not overwhelming, that you will give it a try to post your thoughts. I do really want my blog to be a forum for educators to share concerns, ideas, issues, and that we as a collective group can help find answers to your questions.

The activity that I have posted to my blog is titled, "Thinking Inside the Box". I hope you will think outside the box and give my blog a look!

As always, you can access my blog at:
<http://nhldnews.wordpress.com>

You can also access my blog from the Adult Education website, which is: www.nhadulted.org

And truly, this is the last thing.

Please take the time to view the video link below.

http://www.youtube.com/watch?src_vid+RmskHMOV2lg&featureiv&v=OTIBDR4Dn2g&annotation_id=annotiona_992282

I watched it at a workshop and it was exactly what teachers need to shift to. Go out to my blog to get my full reaction.

Group Roles

Leader: keeps group going; facilitates group work

Time keeper: monitors the time

Materials manager: gets all necessary materials for the group

Recorder: pulls together or summarizes in writing the work of the group

Reporter: summarizes the work of the group orally for the group

Encourager: encourages each member to do his best work

Taken from:

Differentiating Instruction in a Whole-Group Setting. Hollas, Betty. Crystal Spring Books, 2006.

Paper Airplane Learning

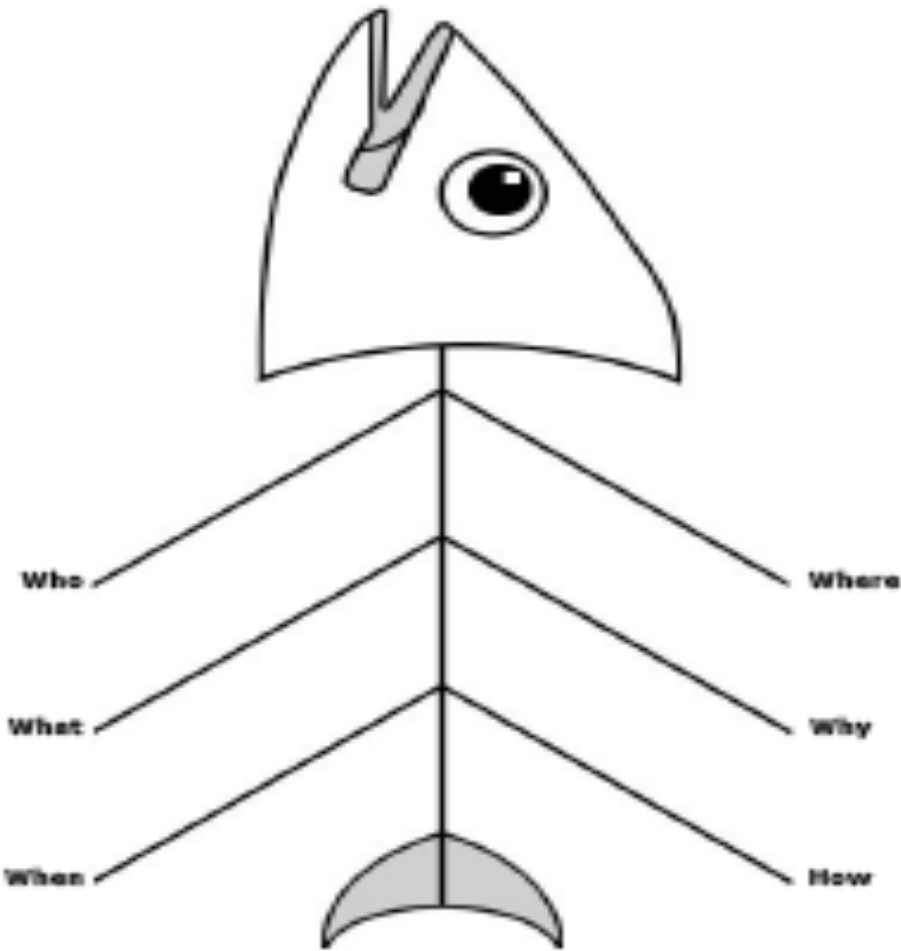
In this activity, you will have students take notes on a particular topic.

You may use the following graphic organizer to help your students take notes. You can also go out to the website for a clearer copy.

<http://freeology.com/wp-content/files/fishbones.pdf>

Name	Date	Period
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Fish Bones



© Freeology.com

To do this activity, you have to follow the points listed below.

- ✓ To begin, you have to have students take the notes based on the topic at hand.
- ✓ You can write the notes on an overhead, or you could ask for a volunteer student to do the writing.
- ✓ Once the notes have been taken, you give students permission to take their notes and fold them into a paper airplane!
- ✓ Once the airplanes have been made, you then give them directions for take off!
- ✓ The students are to launch their paper airplane into the air. Make sure that you are clear that no one launches it in the direction of another student.
- ✓ Each student gets three launches.
- ✓ Once that is done, there is still work to be done.
- ✓ Depending upon how you run your class, they would either continue with class time, or this could be a homework assignment.
- ✓ What needs to happen next is that students are to verify the notes of the paper airplane that they have. If the notes have not been filled in or are incorrect, the person that is holding the airplane at the current time has to fix them. The person reading the person's paper airplane notes are to make corrections or additions in a different color so they stand out for the owner of the airplane.
- ✓ During that class, or the next class meeting, the notes are passed back to the proper owner of the airplane.
- ✓ The student that receives the airplane back will review the airplane notes that have been given back to them.

Idea taken from and modified:

Tilton, Linda. **The Teacher's Toolbox for Differentiating Instruction. 700 Tips, Tools, and Techniques.** Covington Cove Publications, 2003.

Hink Pinks

Each silly answer in the following Hink Pinks is made up of two words that rhyme. Hint: The first six are one-syllable words; the last Hink Pink is made up of words that are two syllables each.

1. Pile of games that weighs 2,000 pounds.

2. 5, 280 foot grin.

3. Two pastries that are each 12 inches long.

4. Very difficult three feet.

5. Rubber ball that weighs sixteen ounces.

6. 28.4 grams that jumps quickly.

7. Urgent message that weighs 2.2 pounds.

The answers to the Hink Pinks are:

1. Fun Ton
2. Mile Smile
3. Sweet Feet
4. Hard Yard
5. Round Pound
6. Ounce Pounce
7. Kilogram Telegram

Idea taken from:

Clemens, Meg, Glenn and Sean. **The Everything Kids' Math Puzzles Book. Brain teasers, games and activities for hours of fun.** Adams Media Corporation, 2003.