



## Ideas to Go

### **Advanced Work**

As the end of the school year nears, I pass out fun seatwork each morning and work with my students directly. For example, I sit with students, and we say and write the times tables together ( $0 \times 0 = 0$ ,  $1 \times 0 = 0$ , etc.). Starting with easy numbers encourages them to move to the next level. What makes it interesting? While sitting with them, I seem like a student. It helps them feel comfortable learning something new. I've found that this "exercise" also improves their addition and subtraction skills. Also, I let students know that the new content is above their grade level. Knowing that gives them a sense of pride and importance, and they love it!

*Jean Marie Tow-Roberson, 2nd grade teacher, AL*

### **Real Life Skills**

In my eighth grade math class, I give students a "real life" skills project that they complete in groups. They are given a profession and salary, and they learn what cost of living means. They learn how to create a budget, write checks and deposit slips, and other skills they can begin using now that prepare them for adult life. My students gain a greater awareness of money and how every little thing counts. What's more, they are really motivated to take part in these "reality" lessons.

*Stefanie Boffoli, 7th/8th grade math teacher, New York City, NY*

### **Armchair Travel**

Combat restlessness with armchair travel! I designed lessons and a Web page that use authentic literature, integrate curriculum, and let my students vacation in the location of their choice. The students' travel must stay within budget as they visit tourist sites and pay for hotels, meals, travel, and airfare. They write a report about their armchair vacation and journal every day—even if it's only one line. For history, they write about the culture and vacation spots they chose, including the differences in languages, dress, and entertainment. For science and math, they develop an activity based on the country's gross national product and agriculture or import/export and currency. Students also e-mail me and discuss what they are doing and where they are going. I respond as an active participant. I've used such units with students from 6th–12th grade.

*Valrie A. Verhoeven, Reading Specialist MSE, Ocala, FL*

## **Spring Fever**

**What classroom management ideas have worked for you?**

**E-mail them to [NewsEditor@kdp.org](mailto:NewsEditor@kdp.org).**