

**NATIONAL SORORITY OF PHI DELTA KAPPA, INC.  
JANUARY 2020  
NEWSLETTER**



Dear Sorors,

How blessed we are to see another day, another month, another year, another decade, and all of the other amazing “firsts” that God has in store for us in 2020. No doubt you have dreams, wishes, aspirations, and goals for the New Year. You probably are not dwelling on 2019 which ended at 11:59:59 PM on December 31, 2019. There’s something about a new year that prompts you to look forward to improvements in your life, especially living a longer, healthier, happier, successful, generous, productive, more loving, and blessed life.

Although the New Year’s Celebration is designed by man, I believe there are times when we are destined to pause, breathe, reflect, analyze, assess what’s behind, and look forward to the future. And this is one of those times. It’s a built-in time that forces us to stop and start over again with an optimistic forecast of what’s to come.

Yes, our theme “Moving NSPDK Forward.....Together” is more relevant and appropriate than before. Whether we make resolutions for the New Year or not, we WILL move forward. Just watch the clock. We could not have stayed in 2019. We could not have resisted or delayed moving into 2020. Therefore, we are here and the clock is moving. As you are reading this message you have just moved forward another second, another minute, another hour, another day into this new decade and we can’t relive any part of what’s passed.

As you carry out the work of your chapters by implementing the Y.E.S. programs we are directed to be grateful for the opportunity to “Move NSPDK Forward.” 2020 has provided us the opportunity to do so with a thankful heart and to do the work with our sisters...”Together.” Spring is around the corner and there is much work to do. Let’s honor our blessing of the New Year, 2020, with love in our hearts, a spirit of newness, acknowledging another opportunity to be grateful.

Be blessed and Happy New Year!

Moving NSPDK Forward.....Together!

Etta F. Carter, Ph.D.  
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## *January Highlights*

New Year's Day - January 1



January 1 is New Year's Day, it's a time of optimism and planning—and resoluteness. Probably one of the most recognized holidays around the world, is New Year's Day. Celebrations will begin in the Pacific Ocean with Samoa celebrating the New Year before the rest of the world. The latest stroke of midnight will occur in the middle of the Pacific Ocean near Baker Island which is halfway between Hawaii and Australia.

There's a feeling that maybe this year we'll make the changes we've been meaning to more rest, better eating habits, more exercise, or a new job. New Year's Day is about taking a moment — perhaps with family or a football game on the screen — to get ready for everything that is about to unfold.

**HAPPY  
NEW YEAR**



U.S.

## National Science Fiction Day - January 2



When it comes to fiction writing, the stories are only limited by one's imagination. And no matter what type of fiction stories you like, chances are a few of them involve some sort of science fiction topics. If so, National Science Fiction Day on January 2 is the perfect day to celebrate this type of story. Science fiction touches so many different areas of literature that most people can find one area that they love. Science fiction can include stories based in space with aliens like E.T. or space battles like Star Wars. The genre also can include time travel, such as H. G. Wells famous book, *The Time Machine*, or the Doctor Who franchise. Even superhero movies can involve science fiction. Who would believe a talking raccoon as in *Guardians of the Galaxy* or the rock-like skin of the Thing in the *Fantastic Four* without the science fiction angle? So, if you're fascinated by the unknown and by the possibilities of what science can bring in the future, you probably would be – or already are – a fan of science fiction. And that's why National Science Fiction Day is the perfect day to celebrate all of these different books, movies, and television shows. You may not love sci-fi enough to consume its stories every day, but this special day is a great opportunity to spark your imagination!

## Three Kings Day - January 6, 2019



You know when someone says they had an “epiphany”? The Epiphany is Three Kings Day! Celebrated most in Spain and Latin America, but also across Europe, “El Dia de los Reyes”, as it's called in Spanish, marks the adoration of baby Jesus by the three kings, otherwise known as the three wise men, or Magi. Melchior, Caspar, and Balthazar travelled by horse, camel, and elephant, in order to present the baby Jesus with symbolic gifts of gold, frankincense, and myrrh.

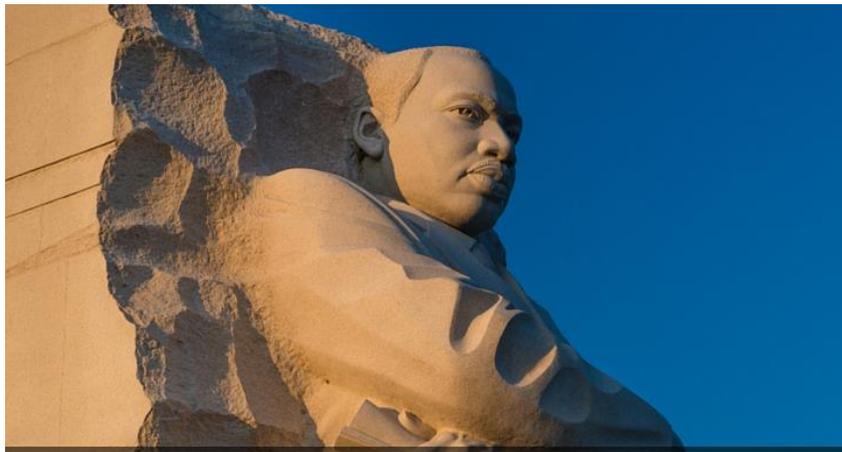
## National Human Trafficking Awareness Day - January 11

National Human Trafficking Awareness Day is observed annually on January 11.

Beginning in 2010, by Presidential Proclamation, each January has been designated National Slavery and Human Trafficking Prevention Month. Following the start of National Slavery and Human Trafficking Prevention Month, with the help of non-government organizations, National Human Trafficking Day began and is observed annually on January 11.

<http://www.whitehouse.gov/the-press-office/2013/12/31/presidential-proclamation-national-slavery-and-human-trafficking-prevent>

## Martin Luther King Jr. Day - Third Monday In January



Martin Luther King Jr. Day is on the third Monday in January. Martin Luther King Jr. (January 15, 1929 – April 4, 1968) was an American clergyman, activist and leader in the African American Civil Rights Movement. He is best known for his role in the advancement of civil rights using nonviolent civil disobedience. King has become a national icon in the history of American progressivism. Hundreds of streets in the U.S. have been renamed in his honor.

## Read Across NSPDK – January 20

### National Day of Service – Dr. Martin Luther King, Jr.

Our Literacy Initiative Program encourages every chapter to participate in, “A Day of Serving and Reading Across NSPDK”. Each Soror is asked to solicit as many individuals to drop everything and read for one hour. Seek students, co-worker, families, churches, organizations, etc. to take time out of their busy schedules and read. You can read or be read to individually, as a group, at the library, or however you creatively decide. On MLK DAY 2020-just READ!

## International Holocaust Remembrance Day – January 27

From 1941 to 1945 Nazi Germany and its collaborators committed the systematic murder of over six million Jews. The Holocaust, also known as the Shoah, was Nazi Germany’s “Final Solution” for eliminating all Jewish people within Nazi Germany’s grasp. Join us on January 27 for International Holocaust Remembrance Day when remember the Nazi’s act of genocide so that no one else will suffer like that again.

## RELEVANT RESOURCES

### SCHOOL LEADERSHIP

#### 4 Tips for Principals From a Parent Who Knows the Job

Transitioning from elementary school principal to room parent opened up a new perspective on what it means to lead a school. By [Don Vu](#) - December 10, 2019



SDI Productions / iStock

It's been about three months since I resigned from my position as an elementary school principal. A part of the deal with my wife in allowing me to take a "gap year" was that I would get more involved in our daughter's schooling. You see, I was never able to make many of our daughter's school events because I was so busy running my own school's events.

This seemed like a good deal—getting more involved was something I needed to do as a parent, and I now happily volunteer in my daughter's fifth grade class every week. Being in the classroom in this capacity offers me an opportunity to see school from a different perspective, and it's been a good reminder to me that parents play an important role in a school—a reminder I'd like to pass on to other school leaders.

So, according to this room dad, what are the most important things principals need to do in leading their schools?

## 4 Tips For School Leaders

**1. Be visible:** As a parent, I want to see my principal there on campus. I get it—you can't always be there. You have district meetings, professional development, and things that take you off-site often.

However, you should make an effort to be out and about when parents are on campus. Be there during drop-off and pickup—you get bonus points if you're helping open car doors or doing crosswalk duty. If it helps, schedule it on your calendar—and remember to mix it up so you're around at different places on campus at those times so you see different families.

If you can't be there physically, communicate with your community often. Email or call us—I don't expect you to contact us all personally, of course, but writing or robocalling to share important information is great. Write your newsletter messages—some of us parents really read them. And don't just communicate the business stuff: Use these tools to let us know more about you. For example, don't just tell us that there's no school on Martin Luther King Jr. Day—tell us what this holiday means to you personally. I would love to read that in your principal's message in January.

The bottom line is that all of this helps us get to know you, and that's important since we trust you with our children.

**2. Don't just be visible, be good with kids:** If kids are truly the most important thing to you—which they should be—it should be crystal clear through your actions. I love seeing my daughter's principal interacting with kids.

I know it's hard but try to know students' names and a little bit about each one. Play with them, laugh with them, and connect with them. As a principal, I used to send each child a birthday postcard from school with a handwritten note and a reminder to come to the office to get their birthday pencil. It was a small gesture, but kids loved getting the postcard in the mail. It was all a part of building relationships with kids and building a culture of caring at the school.

I don't need to be at school to know that you have a good relationship with kids. When my kid comes home and tells me that you played soccer with her and her friends or that you came to the classroom to read with them, that tells me you're building connections. When I see these types of interactions between the principal and students, I know that kids come first.

**3. Don't just be good with kids, be good with the adults:** When you're walking around campus, talk to parents. Ask us how things are going. Get some feedback and ideas on how to make our school better.

When I see teachers and staff at my daughter's school, I hope to get a sense that they feel supported and are able to keep focused on the kids. Teaching is a stressful job, and there's a lot to complain about—that's why getting support from the leader of the school is so important.

I want my kid's teacher to be primarily focused on doing her best job teaching, not being overwhelmed with administrative or disciplinary issues.

Your relationships with the adults on campus—both parents and staff—have a direct impact on my child's learning, so they matter to me.

**4. Oh, and one more thing:** Notice that I haven't mentioned anything about how parents want their principals to be able to write excellent SMART goals or comprehensive school plans. This comes with the territory for principals, and I know you have it all on your to-do list.

But as a parent, I just don't care about that. I'm not saying that stuff isn't important—I know it's definitely important to your district office and state department of education. I'm just saying that if you're not focused on the kids and on building relationships, it doesn't matter if you have the best SMART goals in the history of education. As a parent, I just want to know that my child is important to you.

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## Teaching Your Students to Read Like Pros

Seven strategies for helping readers become skilled comprehenders.

By [Kelly B. Cartwright, Ph.D.](#) February 9, 2017



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*Editor's note: This piece by Kelly B. Cartwright is adapted from [Executive Skills and Reading Comprehension: A Guide for Educators](#), now available from Guilford Press.*

Over the last few decades, the use of comprehension strategies to help students read has become increasingly popular. Unlike traditional reading skills that support word reading, such as phonemic awareness and vocabulary, comprehension strategies help students become active, self-regulated thinkers about the meanings of texts that they are reading.

Skilled readers regularly employ various cognitive strategies to understand what they're reading and teaching this set of strategies results in significant improvements in comprehension for struggling students (Brown et al., 1996; Brown, 2008; Duffy et al., 1988; Pressley et al., 1989). You may be familiar with comprehension strategies, but you may not realize that these strategies are intimately tied to important higher-order thinking skills called [executive skills](#): the skills we use to engage in self-regulated, goal-directed behavior in any area of life, from planning and executing a trip to the grocery store to reading and understanding a complex text. Executive skills like working memory, cognitive flexibility, inhibition, organization, and planning support students' use and application of comprehension strategies (Gnaedinger, Hund, & Hesson-McInnis, 2016). Here are seven effective comprehension strategies that help students become better readers and support their goal-directed plans to understand text.

**1. Connecting to Prior Knowledge:** A common strategy we teach our students is to make connections to their own prior knowledge because such connections facilitate reading comprehension (Anderson, 1984; Anderson & Pearson, 1984). In fact, struggling comprehenders benefit from explicit instruction in this strategy, resulting in significant increases in their reading comprehension (Hansen, 1981; Hansen & Pearson, 1983).

**2. Self-Questioning:** Not only do skilled comprehenders draw on prior knowledge when approaching a new text, they also ask themselves questions about the text, which aids them in their search for meaning as they read (Pressley & Afflerbach, 1995; Brown, 2008; Pressley, 2002). Like making connections to prior knowledge, self-questioning is an essential component of planning to understand a text.

**3. Predicting:** Making predictions involves using one's prior knowledge along with clues from a text to make hypotheses about text content (Brown, 2008; Pressley, 2002). Students can make predictions by asking questions about a text before reading it, and then trying to answer those questions. Predicting also continues to occur throughout the reading process as readers construct and update their understanding of the text.

**4. Using Text Structure:** While reading, skilled comprehenders use text structure (such as the beginning, middle, and end of a story) to help organize text information and meaning (Pressley & Afflerbach, 1995; Pressley & Gaskins, 2006; Pressley & Lundeberg, 2008). Additionally, teaching text structures improves students' comprehension of narrative and expository texts (Williams, 2003, 2005). Readers who are able to recognize and extract information about text structure have significantly better reading comprehension than readers who aren't able to.

**5. Visualizing:** We have long known that visualizing, otherwise known as mental imagery, is a tremendously effective strategy for helping readers remember information from texts (e.g., Levin, 1973; Pressley, 1976). And it is no surprise that skilled comprehenders also visualize text content to help themselves make sense of what they read (Pressley & Afflerbach, 1995). By encoding text information in multiple ways, readers' memory and understanding of text is strengthened.

**6. Making Inferences:** Readers make inferences in at least two ways: They can make inferences that require integrating multiple bits of information from text, and they can make gap-filling inferences that require them to supply information from their own prior knowledge (Baker & Stein, 1981; Cain & Oakhill, 1999; Elbro & Buch-Iversen, 2013; Graesser et al., 1994). Inferences are often more difficult for younger and struggling readers, who make inferences about actions rather than inferences about characters' internal responses (McConaughy, 1985; McConaughy et al., 1983). Fortunately, we can teach students to

make inferences based on characters' internal states, resulting in improvements in reading comprehension (Carnine et al., 1982; Lysaker et al., 2011; Stahl, 2014).

**7. Summarizing:** Finally, we also know that skilled comprehenders are able to produce good summaries of texts that they read (Brown, 2008; Pressley, 2002; Pressley & Afflerbach, 1995). Their ability to prioritize important information draws on their organizational skills as well as their ability to inhibit irrelevant details. While summarizing, students also hold multiple pieces of information in working memory, and cognitive flexibility can be necessary to switch back and forth between one's more detailed representation of a text's meaning and the summary under construction.

## Bringing These Processes Together In Your Classroom

### Before reading:

- Students should preview the text, making connections to their own **prior knowledge** about the topic, which requires flexible switching between text and knowledge.
- Students should **ask themselves questions** about what they might encounter in the text, and **make predictions** about what they expect to discover as they read, holding those predictions in working memory to revise as needed while reading.
- Students should **preview the text's structure** (e.g., identifying a story's beginning, middle, and end) to help them organize incoming information as they read. You can find sample templates on the [Reading Rockets website](#).

### During reading:

- As they begin to read, students should draw on their **prior knowledge** to understand the ideas and words they encounter and to make gap-filling **inferences** when necessary.
- Students should **flexibly juggle** multiple kinds of information as they read, such as information about the overall plot, meanings of individual words and their links to prior knowledge, and information and inferences about characters' thoughts and motivations.
- Students should draw on their **inhibition processes** while reading to suppress irrelevant information in the text, ignore distractions in the environment, and refrain from distracting habits such as looking at their phones.
- Students should **manage all of these processes** while they identify the most important features of the text and construct summaries of the text in working memory.
- Students should **summarize** relevant information and hold it in working memory while ignoring (or inhibiting) irrelevant information. Students should also have the cognitive flexibility necessary to switch back and forth between details and summaries.

## After reading:

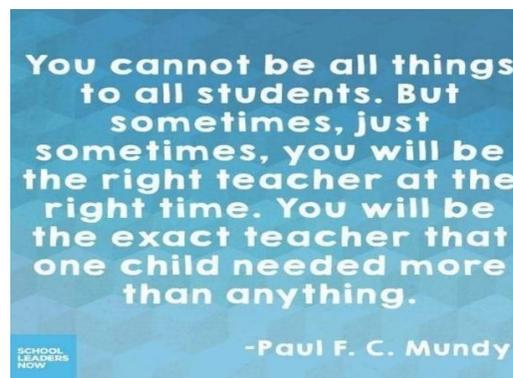
- After students finish reading a text, they should continue to **reflect on the text**, connecting the new information they have learned to their existing knowledge structures and **flexibly adapting** those structures as needed to incorporate new information.
- Students should **draw conclusions** about the questions and predictions they had for the text, and they should evaluate how successful they were in understanding the text.

Skilled reading comprehension is like an intricate piece of music in which readers masterfully weave together complex mental processes. Practicing these reading comprehension strategies with your students can help them develop into active, purposeful, thinking readers.

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## PROFESSIONAL DEVELOPMENT

### 11 Habits of an Effective Teacher By Carrie Lam July 5, 2014



Photo Credit: ©Gable Denims/500px

I really appreciate teachers who are truly passionate about teaching. The teacher who wants to be an inspiration to others. The teacher who is happy with his/her job at all times. The teacher who every child in the school would love to have. The teacher kids remember for the rest of their lives. Are you that teacher? Read on and learn 11 effective habits of an effective teacher.

**1. Enjoys Teaching:** Teaching is meant to be a very enjoyable and rewarding career field (although demanding and exhausting at times!). You should only become a teacher if you love children and intend on caring for them with your heart. You cannot expect the kids to have fun if you are not having fun with them! If you only read the instructions out of a textbook, it's ineffective. Instead, make your lessons come alive by making it as interactive and engaging as possible. Let your passion for teaching shine through each and everyday. Enjoy every teaching moment to the fullest.

**2. Makes a Difference:** There is a saying, "With great power, comes great responsibility". As a teacher, you need to be aware and remember the great responsibility that comes with your profession. One of your goals ought to be: Make a difference in their lives. How? Make them feel special, safe and secure when they are in your classroom. Be the positive influence in their lives. Why? You never know what your students went through before entering your classroom on a particular day or what conditions they are going home to after your class. So, just in case they are not getting enough support from home, at least you will make a difference and provide that to them.

**3. Spreads Positivity:** Bring positive energy into the classroom every single day. You have a beautiful smile so don't forget to flash it as much as possible throughout the day. I know that you face battles of your own in your personal life but once you enter that classroom, you should leave all of it behind before you step foot in the door. Your students deserve more than for you to take your frustration out on them. No matter how you are feeling, how much sleep you've gotten or how frustrated you are, never let that show. Even if you are having a bad day, learn to put on a mask in front of the students and let them think of you as a superhero (it will make your day too)! Be someone who is always positive, happy and smiling. Always remember that positive energy is contagious, and it is up to you to spread it. Don't let other people's negativity bring you down with them.

**4. Gets Personal:** This is the fun part and absolutely important for being an effective teacher! Get to know your students and their interests so that you can find ways to connect with them. Don't forget to also tell them about yours! Also, it is important to get to know their learning styles so that you can cater to each of them as an individual. In addition, make an effort to get to know their parents as well. Speaking to the parents should not be looked at as an obligation but rather, an honor. In the beginning of the school year, make it known that they can come to you about anything at any time of the year. In addition, try to get to know your colleagues on a personal level as well. You will be much happier if you can find a strong support network in and outside of school.

**5. Gives 100%:** Whether you are delivering a lesson, writing report cards, or offering support to a colleague - give 100%. Do your job for the love of teaching and not because you feel obligated to do it. Do it for self-growth. Do it to inspire others. Do it so that your students will get the most out of what you are teaching them. Give 100% for yourself, students, parents, school, and everyone who believes in you. Never give up and try your best - that's all that you can do. (That's what I tell the kids anyway!)

**6. Stays Organized:** Never fall behind on the marking or filing of students' work. Try your best to be on top of it and not let the pile grow past your head! It will save you a lot of time in the long run. It is also important to keep an organized planner and plan ahead! The likelihood of last-minute lesson plans being effective are slim. Lastly, keep a journal handy and jot down your ideas as soon as an inspired idea forms in your mind. Then, plan to put those ideas in action.

**7. Is Open-Minded:** As a teacher, there are going to be times where you will be observed formally or informally (that's also why you should give 100% at all times). You are constantly being evaluated and criticized by your boss, teachers, parents and even children. Instead of feeling bitter when somebody has something to say about your teaching, be open-minded when receiving constructive criticism and form a plan of action. Prove that you are the effective teacher that you want to be. Nobody is perfect and there is always room for improvement. Sometimes, others see what you fail to see.

**8. Has Standards:** Create standards for your students and for yourself. From the beginning, make sure that they know what is acceptable versus what isn't. For example, remind the students how you would like work to be completed. Are you the teacher who wants your students to try their best and hand in their best and neatest work? Or are you the teacher who couldn't care less? Now remember, you can only expect a lot if you give a lot. As the saying goes, "Practice what you preach".

**9. Finds Inspiration:** An effective teacher is one who is creative but that doesn't mean that you have to create everything from scratch! Find inspiration from as many sources as you can. Whether it comes from books, education, Pinterest, YouTube, Facebook, blogs, TpT or what have you, keep finding it!

**10. Embraces Change:** In life, things don't always go according to plan. This is particularly true when it comes to teaching. Be flexible and go with the flow when change occurs. An effective teacher does not complain about changes when a new principal arrives. They do not feel the need to mention how good they had it at their last school or with their last group of students compared to their current circumstances. Instead of stressing about change, embrace it with both hands and show that you are capable of hitting every curve ball that comes your way!

**11. Creates Reflection:** An effective teacher reflects on their teaching to evolve as a teacher. Think about what went well and what you would do differently next time. You need to remember that we all have "failed" lessons from time to time. Instead of looking at it as a failure, think about it as a lesson and learn from it. As teachers, your education and learning is ongoing. There is always more to learn and know about in order to strengthen your teaching skills. Keep reflecting on your work and educating yourself on what you find are your "weaknesses" as we all have them! The most important part is recognizing them and being able to work on them to improve your teaching skills.

There are, indeed, several other habits that make an effective teacher, but these are the ones that I find most important. Many other character traits can be tied into these ones as well.

**Last word:** There is always something positive to be found in every situation, but it is up to you to find it. Keep your head up and teach happily for the love of education!

*This piece was originally submitted to our community forums by a reader. Due to audience interest, we've preserved it. The opinions expressed here are the writer's own.*

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# LITERACY Supporting Students With Dysgraphia

November 15, 2019 George Lucas

Educational Foundation

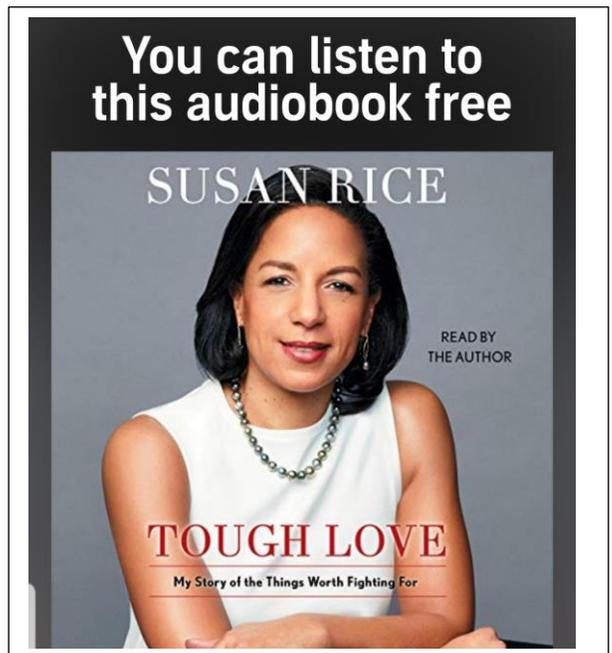
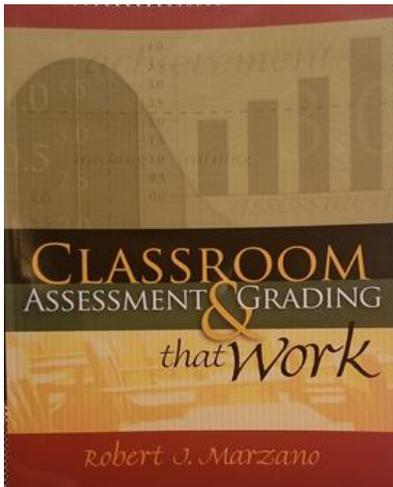
While there's not a lot of research on dysgraphia yet, there are a few signs you should look out for, and some evidence-based tactics to help kids with this writing condition.

Compared to other learning disabilities like ADHD and dyslexia, dysgraphia is not well understood. But we do know that for children who have dysgraphia, it can be a serious obstacle to academic success—and the research suggests there are tactics you can adopt to help kids with the condition express themselves.

We looked at several sources for this video, including the [understood.org](http://understood.org) website, "[What Is Dysgraphia?](#)" by the National Center for Learning Disabilities, a [2007 study](#) titled "Dysgraphia: How It Affects A Student's Performance and What Can Be Done About It" by Alyssa L. Crouch and Jennifer J. Jakubecy, and [2015 research](#) from Peter Chung and Dilip R. Patel published in the *International Journal of Child and Adolescent Health*.

<https://youtu.be/HPMaxsSJMwI>

## TEACHERS' LOUNGE



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Stop spending endless hours searching for lesson plans and resources. With BookPagez, you will always have access to the right resource for every reader in your classroom.



[www.UrbanIntellectuals.com/bhfc](http://www.UrbanIntellectuals.com/bhfc)

[www.typingclub.com](http://www.typingclub.com)

[www.teacherspayteachers.com](http://www.teacherspayteachers.com)



We've learned a lot this year! Here's a look back at the latest research on everything from the ineffectiveness of attendance awards to the effectiveness of drawing.



EDUTOPIA.ORG  
2019 Education Research Highlights



Gaps in your students' math foundation? Our website prints out a differentiated 5-minute paper practice for each of your students. Quick and easy way to start your math day!



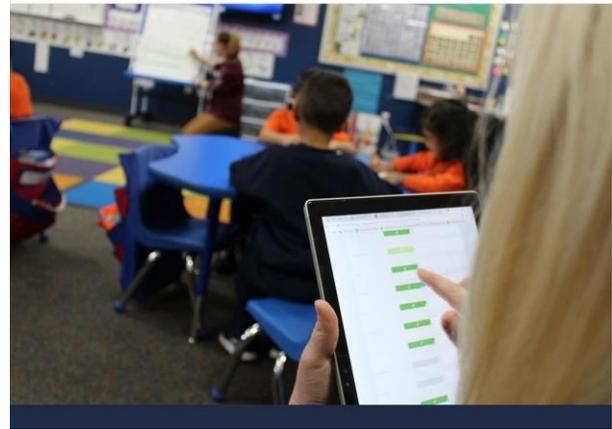
FORMATIVELOOP.COM  
Want to be teacher of the year? Free trial!



Support students' social emotional, literacy and social studies skills with resources from Xavier Riddle and the Secret Museum.



PBSLEARNINGMEDIA.ORG



Collective Teacher Efficacy, according to John Hattie's research, is the single most influential factor on student achievement - over 3x more predictive of student achievement than socio-economic status. Because of this, top instructional leaders prioritize investing in the support and development of their teachers and instructional community.

Improving school walkthroughs is an investment in teachers that can literally transform a school. We've helped organizations like Denver Public Schools simplify the logistical challenges of teacher coaching by implementing important instructional initiatives using high-impact coaching and school walkthrough systems.

Designed to easily capture classroom observations and videos on any device, immediately communicate out feedback, and visualize individual and school-wide trends at the touch of a button, Bullseye creates major efficiencies in workflow, communication and reporting.

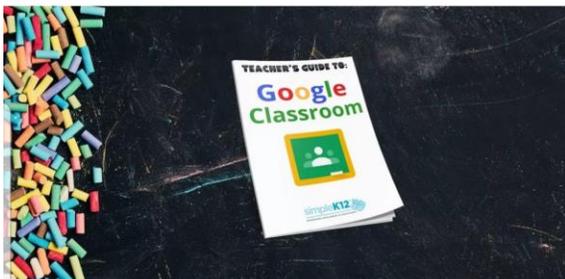
Check out how school leaders around the country are getting real results in their schools, while making their endless to-do lists a little more manageable:

<https://bullseye.education/school-walkthrough-leader-lp-overview/>



## Google Classroom.pdf

Free Teacher's Guide. Step-by-Step how-to instruction on how to get up and running with Google Classroom. Free for educators for a limited time.

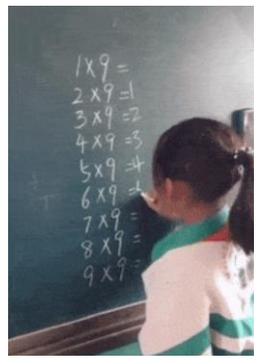




WWW.VOOKS.COM  
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They have lots adorable books all animated to choose from! All the stories have the text read so your children can follow and read along. 📖 Sign up now and follow @vooks for all their latest!



# Math Discourse Activities: Grades K-5

## Get Your Students Talking in Math Class!

Students love to talk, so let's put that to good use during math class. Engaging in mathematical discourse helps students better process, synthesize, and retain ideas leading to greater understanding.

The Math Discourse Cards in *Ready Classroom Mathematics* can be used to help students ask questions, share solution strategies, and make connections. This packet contains a sample activity for Grades K-5 that can be used with the *Ready Classroom Mathematics Discourse Cards*.



Author Curriculum Associates

Try this link:

<https://www.curriculumassociates.com/products/ready-classroom-mathematics/math-discourse> Thanks!

### Make 5

**Grade K**

**Set Up**

- Provide access to manipulatives, visual models, and paper/pencil.

**Activity**

- Pose the question, "How many ways can you make 5?"
- Allow time for children to explore using manipulatives, models, and/or paper.
- After, invite a few to share their thoughts.
- Introduce the Purple Discourse Card and continue the conversation.
- Follow up each child's answer with the Blue Discourse Card.
- After two children have shared, introduce the Red Discourse Card. Ask students to use the sentence stem to share their thoughts.
- Last, pose the Green Discourse Card and continue the conversation.

**Discourse Card Examples**

- Did you use any tools? If so, describe them.
- How can you be sure your answer is right?
- This is similar to...
- Is there another way to draw, explain, or say that?

ReadyClassroomMathematics.com  
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### Make 10

**Grade 1**

**Set Up**

- Provide access to manipulatives, visual models, and paper/pencil.

**Activity**

- Pose the question, "How many ways can you make 10?"
- Allow time for children to explore using manipulatives, models, and/or paper.
- After, invite a few to share their thoughts.
- Introduce the Purple Discourse Card and continue the conversation.
- Follow up each child's answer with the Blue Discourse Card.
- After two children have shared, introduce the Red Discourse Card. Ask students to use the sentence stem to share their thoughts.
- Last, pose the Green Discourse Card and continue the conversation.

**Discourse Card Examples**

- What math did you use in this problem that was different from others you have done?
- Do you see any patterns?
- One thing I like about my partner's strategy is...
- What do you think about what another student said?

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### Multiplication as a Comparison

**Grade 4**

**Set Up**

- Provide access to manipulatives, visual models, and paper/pencil.

**Activity**

- Pose the problem: "A party supplier has the party hats. It needs seven times that amount. How many hats does it need for her party?"
- Allow time for children to make sense of the problem and solve using manipulatives, models, and/or paper provided.
- Introduce the Purple Discourse Card and invite a few students to share.
- Follow up some answers with the Blue Discourse Card.
- After a few children have shared, introduce the Red Discourse Card. Ask students to use the sentence stem to share their thoughts.
- Last, pose the Green Discourse Card and continue the conversation.

**Discourse Card Examples**

- Is there a real-life situation where this could be used?
- How would your solution look if you used another model?
- I started solving the problem by...
- Would another method work as well or better?

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### Subtract Two-Digit Numbers

**Grade 2**

**Set Up**

- Provide access to manipulatives, visual models, and paper/pencil.

**Activity**

- Pose the problem: "Wash Elementary is having a blanket drive for the local charity. Mr. Garcia's class has collected 28 blankets and Mr. Abbott's class has collected 34. How many more blankets does Mr. Abbott's class have?"
- Allow time for children to make sense of the problem and solve using manipulatives, models, and/or paper provided.
- Introduce the Purple Discourse Card and invite a few students to share.
- Follow up some answers with the Blue Discourse Card.
- After a few children have shared, introduce the Red Discourse Card. Ask students to use the sentence stem to share their thoughts.
- Last, pose the Green Discourse Card and continue the conversation.

**Discourse Card Examples**

- What ideas did you use to solve this problem?
- Is there another way to solve the problem?
- The strategy that makes the most sense to me is...
- Would another method work well or better?

Note

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### Finding Equivalent Fractions

**Grade 3**

**Set Up**

- Provide access to manipulatives, visual models, and paper/pencil.

**Activity**

- Pose the problem: "Austin and Brynlee each have an orange for snack. Austin ate two-eighths of her orange and Brynlee ate one-fourth of hers. Both oranges are the same size. Did they eat the same amount of orange? How do you know?"
- Allow time for children to make sense of the problem and solve using manipulatives, models, and/or paper provided.
- Introduce the Purple Discourse Card and invite a few students to share.
- Follow up some answers with the Blue Discourse Card.
- After a few children have shared, introduce the Red Discourse Card. Ask students to use the sentence stem to share their thoughts.
- Last, pose the Green Discourse Card and continue the conversation.

**Discourse Card Examples**

- Did you use any tools? If so, describe them.
- How did you think about the problem?
- I noticed a connection between...
- Is there another way to draw, explain, or say that?

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### Fractions as Division

**Grade 5**

**Set Up**

- Provide access to manipulatives, visual models, and paper/pencil.

**Activity**

- Pose the problem: "Moris, Darius, and Mike are discussing fuel costs for the upcoming parade. If they share the work equally, how much will each student decorate?"
- Allow time for children to make sense of the problem and solve using manipulatives, models, and/or paper provided.
- Introduce the Purple Discourse Card and invite a few students to share.
- Follow up some answers with the Blue Discourse Card.
- After a few children have shared, introduce the Red Discourse Card. Ask students to use the sentence stem to share their thoughts.
- Last, pose the Green Discourse Card and continue the conversation.

**Discourse Card Examples**

- Are there any advantages to using one strategy over another?
- How would your solution look if you used another model?
- I started solving the problem by...
- Would another method work as well or better?

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*Meet My Friend*

*I have a Friend that relates to me  
Mathematics, Science, and History  
Now it's amazing for this to be  
For my Friend is not able to see*

*From Shakespeare to Plato  
He knows the score  
Aristotle and Socrates  
Yet, so much more*

*He taught me the History  
Of Strange and Foreign Lands  
The many times I was confused  
He'd always lend a hand*

*I met this Friend years ago  
When I was just a child  
His teachings were a blessing  
That kept me from going wild*

*You too can meet my Friend  
All one must do is look  
My Friend is here for all to see  
The name of my Friend is **BOOK***

LD

*Animated Short 'Hair Love' Is Finally Online For Every Little Black Girl To See!*

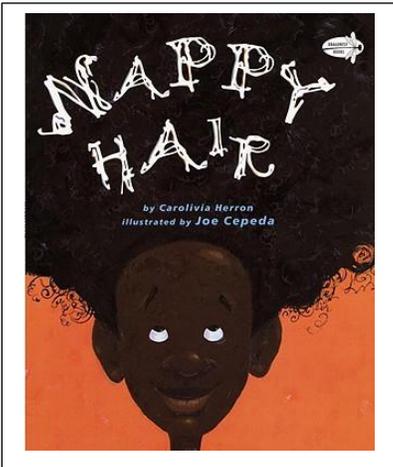
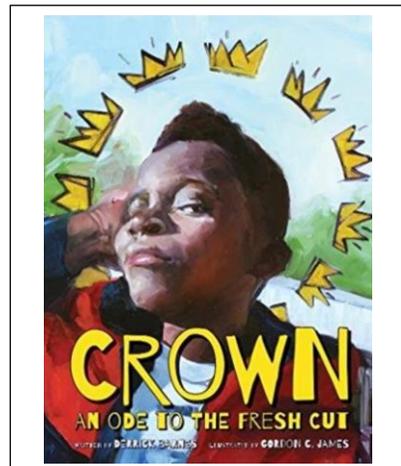
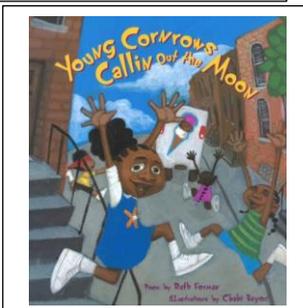
Matthew A. Cherry's love letter to African-American fathers and daughters is a much-needed reminder of the beauty of our tresses and the bonds they can create.

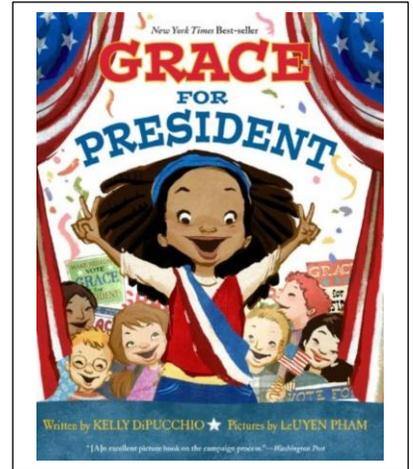
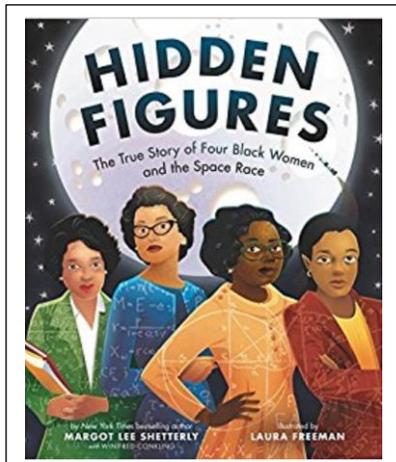
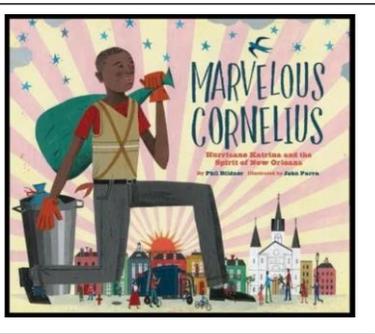
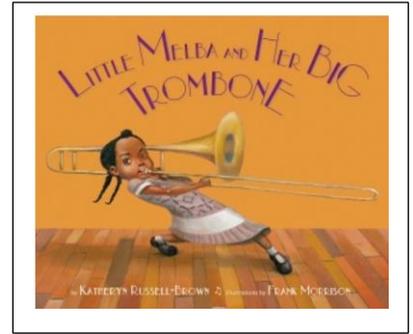
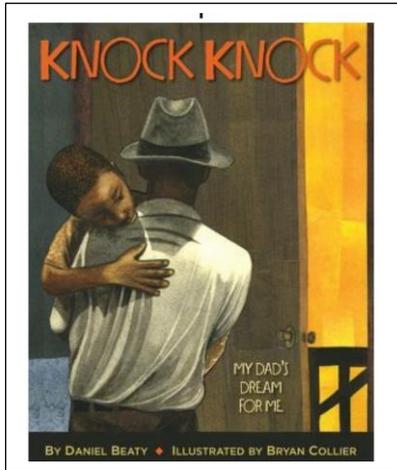
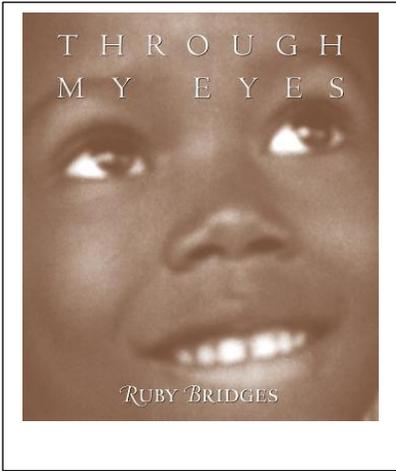
BY KELLE TERRELL  
DECEMBER 5, 2019 • 3 MIN READ



Source: Sony Pictures Animation / Sony Pictures

[www.youtube](http://www.youtube.com/watch?v=Kp8z3T81m18)





**READ ACROSS NSPDK  
JANUARY 20, 2020!**

**READ ACROSS NSPDK  
JANUARY 20, 2020!**

**"The student you see every morning in the hall who you say 'good morning' to but never looks up or responds – keep trying. You may never get a response, but they know you notice them and that reassurance at the start of their day can be life changing."**

**—EDUCATOR JUSTIN TARTE**

**#T2T**



## I Am A Teacher

I went to college, got a four-year degree, plus.

I endured state testing.

I was fingerprinted and background checked.

I trained before, during, and after my training/education.

I continue to train because I am a lifelong learner.

Since full time employment, I have sacrificed time,

sleep, and FAMILY.

I have sacrificed my own money year after year to provide for my students.

I AM a teacher.

I have learned, lasted, endured change,

endured further change, and endured orders to embrace the change.

While you were sleeping, I have corrected papers and tests, researched, and created, and endured harassing phone calls and emails with grace and professionalism.

I teach the kids who live on your street.

I teach the kids whose home situations you could never imagine even in your worst nightmares.

I teach ALL students no matter their socio-economic status, race, ethnicity, medical/psychiatric condition, good or poor attitude, religion, family circumstances.

I have placed myself between your child and the child throwing books and other objects.

I have been disrespected by parents, but I will still Love and Protect your child like they are my own.

When accused by the federal and state government for being part of a failing system,

I endure name calling, shame and criticism simply because I am a teacher.

I am professionally evaluated on test scores and not the amount of time and effort I put into my teaching.

I am one of the lowest paid professions in the United States.

And despite it all

I AM a teacher

And devoted to this noble calling.

Thank You to All my fellow educators!





# The influence of a good teacher can never be erased!

NSPDK Xi Xinos and Kudos Initiation  
We showcased our newly initiated young men and women in an event last Sunday. It was exciting for them and their families and as Advisors bless to have them join us. A host of over 130 helped them to celebrate and start their journey. Welcome to them. — with **Angela Posey Dennis**.

Starr VJ and 34 others 14 Comments

Like Comment



Yesterday, November 30, 2019 Beta Omicron Xinos and Kudos prepared for an Annual World AIDS Awareness Day Fair at the Presbyterian Church of St. Albans they helped create posters for the event. These youth created their own posters that consisted of information about AIDS that they felt people should be made aware about. The posters were then disp... See More

Starr VJ and 16 others 10 Comments

Like Comment



On Saturday Alpha Xinos/Kudos met Epsilon Alpha Xinos/Kudos in New York for a service project. The Alpha Xinos gave away slightly used pocketbooks with supplies and Kudos gave away backpacks with supplies. The kids were met with smiles and thank yous from everyone. We enjoyed lunch at B3Q's and then walked to Rockefeller Center to view the tree. It was a great day . Alpha would like to thank hub parents Nychell Knight and Candace Miller for always helping with all that we do. Thanks EA for a great day. Looking forward to more projects together. It was a GREAT DAY!



# NSPDK SORORS MOVING FORWARD...TOGETHER!

## EDUCATED, EMPOWERED AND ENGAGED

Members of Alpha Chi chapter of the National Sorority of Phi Delta Kappa Inc. Executive Board were on hand to kick off their local project program of spreading Christmas joy for children and adults. Sorors Ruth Coleman, Carolyn Stiff, Queen Malone, Margie Mcdaniel, Marian Carey and Evelyn West.



Beta Beta chapter (Montgomery, AL) of NSPDK elated to have four new ladies join us !! Despite the loss of our Dean of Pledges (Brenda Steele) we continued with the Krinon Club. Beverly Long, Erica Ponder (former Xinos), Shameika Seaborn and Asiah Smith (former Xinos)...welcome !!!



**S.E.E.D.**  
Sorors Endorsing to Empower and Develop  
MALE MENTORING PROGRAM

**MLK 10<sup>TH</sup> Year Anniversary**  
*Black & White Gala*

DRUM MAJOR FOR SERVICE AWARDS

CALVIN "CALI CAL" O'NEAL RONALD "DEUCE" JONES JAMETTA CLARKE TALAYA STODDARD WILSON

**SAT JAN 18 2020** TICKETS: **75.00**  
6PM - 10PM DINNER BUFFET AND DANCING  
SEMI FORMAL (BLACK AND WHITE AFFAIR)

TESTIMONIALS FROM THE YOUNG MEN OF SEED!  
RECOGNIZING ALL DRUM MAJORS FROM THE PAST!

HARRIET TUBMAN HEROINE AWARD  
MS. DARLENE MCKNIGHT

HYATT REGENCY PRINCETON | 102 CARNEGIE CENTER | PRINCETON, NJ 08540  
FOR MORE INFORMATION AND TICKETS: STACY HEADING (267) 528 5781  
LOPI HEADING (247) 616 8438 | IVEY AVERY (401) 372 8909

**Congratulations Soror Talaya Stoddard Wilson  
Pi Chapter, Trenton, New Jersey for this  
awesome recognition!**

Alpha Mu Sorors preparing to deliver our gifts to our family from the Anne Arundel County's Holiday Sharing Program !  
We had eat, meet, and greet fellowship at Libations Restaurant in Millersville, MD!  
The gift recipient was overcome with emotion when we delivered the gifts to her family!





Dear Mary:

Thank you for attending our Donor Appreciation Dinner on [November 20, 2019](#). I hope you enjoyed the dinner as well as hearing the wonderful voices of our Music, Dance and Theater students. I also hope the stories our students shared, showed you how truly impactful your support is in their lives. New Jersey City University could not be where it is today without your generosity and belief in our mission.

Thank you once again for your support of NJCU and our students! I look forward to seeing you at one of our future events!

If you have any question, concerns or comments please do not hesitate to reach out to me.

Happy Holidays!

<https://flic.kr/s/aHsmJNChY>

Sincerely,  
**Cynthia Diaz**  
Director of Donor Initiatives

**NJCU Foundation**



Dr. Sue Henderson thanking the donors for supporting the 217 student who receive aid

### Florence Steele Hunt Endowment at NJCU Donor Appreciation Dinner

On November 20, 2019 Florence Steele Hunt Scholarship Committee members Mary Ennon and Gwendolyn Jackson attended a Donor Appreciation Dinner at the Gilligan Student Union Multipurpose Room in Jersey City, New Jersey.

Dr. Sue Henderson offered greetings and words of thanks in appreciation of the generous support to the university. She pointed out the approximately two million dollars had been raised over the year to support the bright students who need a little more support. Additionally, the support of contributors has assisted the university in keeping tuition down. Student Gina Alvarado made remarks regarding her struggle to receive a degree in Political Science and how grateful she was for the assistance she received through the generosity of the donors.

### Florence Steele Hunt Endowment at NJCU President's Reception

The Florence Steele Hunt Scholarship Committee members, Sorors Donna Scott-Motley, Gwendolyn Jackson, and Mary Ennon were invited to a Special Reception at the NJCU President's home on December 5, 2019. Dr. Henderson hosted our visit and provided updates on the exciting things happening at NJCU. Also, in attendance was Soror Delores Shaw from Delta Pi Chapter. Dr. Deborah Woo, Interim Dean of the College of Education presented information on the numerous advances in the field of education; particularly the Teacher Intern Program (TIP). This is a multifaceted program initiative that includes work experiences, professional development, service, and research for the College of Education students. Teacher interns are paired with experienced, in-service teachers working alongside them throughout the school year. Cruz Flores Vazquez, an education major student, spoke of his participation in the program and how much real-life teaching experience it is providing.

Student Ryan Heard spoke about the advancements in the utilization of Play Therapy in the School of Psychology.



Dr. Henderson



Dr. Woo



Cruz Vazquez



Ryan Heard



Sorors spend time with students

Sorors of Alpha Lambda Chapter, Norfolk, VA filled donated pocketbooks with toiletries and snacks for 5<sup>th</sup> grade girls at their adopted school. The project was "A Girl's Bag". Great service project for the young ladies. Mildred Lambert, Etta Parham, Argreta Russell, Delores Shields, and Brenda Turner



## Have you tried these?

### SISTERHOOD...ICEBREAKER ACTIVITIES

#### If These Shoes Could Talk

Directions: Have Sorors look down at their shoes and think about all the places they have been, where they would like to go, or something cool they have experienced. Each Soror says her name and then says, (e.g. "If my shoes could talk, they would say, I would love to visit Australia and I went on a boating trip across Lake Erie".

#### Personal Scavenger Hunt

Directions: Sorors asked to take five minutes and find the following items in purse or wallet:

Something that:

- You have had for a long time
- You are proud of
- Reminds you of a fun time
- Reveals a lot about you
- Concerns or worries you

Go around until each person has shared her items

## A DAY IN THE LIFE OF A TEACHER



**Me:** OK class, today...

**Student:** This is stupid...I'd rather be playing video games.

**Office:** \*ring\* Send (student) to the office

**Voicemail:** My kid told me that YOU...

**Email, Text or Roster Chair:** We need you to sub on your prep

**Counselors:** Students are experiencing an all-time level of TRAUMA. Form relationships with all students and make connections every day.

**Administration:** Make sure to incorporate ELA and Math into your lesson plan daily, so we can boost our scores for data. Teach students the expectations in the hallway, cafeteria, classroom, and outside.

**Special Ed Coordinator:** Implement these modifications and accommodations for these students every hour. DOCUMENT IT.

**Nurse-504 plan:** You are legally bound to adhering to these accommodations for these students. DOCUMENT IT.

**Pinterest:** Every teacher in the universe has a cooler and craftier idea and classroom than you.

**Class Roster:** 30+ kids every class, all day long

**Student Services:** You have 4 homeless students. You need to do the following...

**Student Medical Alert:** These students will die if you don't monitor these medical issues closely.

**Professional Development:** We are trying something new this year, even though we are not ready to roll it out. Oh, and there is no funding for it. Be sure to document that you are doing it correctly.

**Observation:** Be sure foals are set, reports are finished, lessons plans are perfect, and that you hit the learning target. We need documentation and evidence that you are doing this.

**MTSS:** We have 3-tier support. Why aren't you providing enough differentiation? Documentation missing.

**Papers/Grading:** Say good-bye to your evenings and weekends, and your sanity.

**Lessons Plans:** Are they aligned with school, state, US, world standards? Are they documented?

**Teachers:** Please take something off our plate before adding something new.

**Power That Be:** Sorry, no can do. But you also need to...

**Counselors:** We have 400 of the 500 students I our school. Stop sending students, but...make sure they're ok

**Student:** My stepbrother got shot last night.

**Tutoring:** Provided before school, after and during lunch

**Data:** You suck as a teacher.

**Bladder:** You haven't gone to the lavatory for 7 hours...going to get another bladder infection

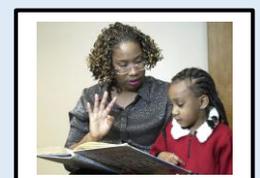
**Stomach:** In knots and anxious

**Society:** The hell with respecting teachers. Must be nice to have hour summers off.

**My Own Kids:** Why are you never around and always busy with school?

**Me:** \*Sets alarm for tomorrow to do it all over again\*

## BUT...WE DO IT BECAUSE THIS IS OUR CALLING!!!



## ANOTHER REASON WHY LEARNING ENGLISH IS SO DIFFICULT??

### A 2-Letter Word With 100 Meanings

There is a two-letter word that has more meanings than any other two-letter word, and that word is **UP**.

It is listed in the dictionary as an adverb, preposition, adjective, noun or verb.

It is easy to understand **UP**, meaning toward the sky or at the top of the list, but when we awaken in the morning, why do we wake **UP**?

At a meeting, why does a topic come **UP**? Why do we speak **UP** and why are the officers **UP** for election, and why is it **UP** to the secretary to write **UP** a report?

We call **UP** our friends, brighten **UP** a room, polish **UP** the silver, warm **UP** the leftovers, and clean **UP** the kitchen. We lock **UP** the house and fix **UP** the old car.

At other times, the little word has a special meaning. People stir **UP** trouble, line **UP** for tickets, work **UP** an appetite, and think **UP** excuses.

To be dressed is one thing, but to be dressed **UP** is special.

And this **UP** is confusing: A drain must be opened **UP** because it is stopped **UP**. We open **UP** a store in the morning, but we close it **UP** at night. We seem pretty mixed **UP** about **UP**.

To be knowledgeable about the proper uses for **UP**, look **UP** the word in the dictionary. In a desk-size dictionary, the word **UP** takes **UP** about 1/4<sup>th</sup> of the page and can add **UP** to about thirty definitions.

If you are **UP** to it, you might try building **UP** a list of the many ways **UP** is used. It will take **UP** a lot of your time, but if you don't give **UP**, you may wind **UP** with a hundred more.

When it threatens to rain, we say it is clouding **UP**. When the sun comes out, we say it is clearing **UP**. When it rains, it soaks **UP** the earth. When it does not rain for a while, things dry **UP**. One could go on and on, but I'll wrap it **UP** for now...my time is **UP**.

Oh, one more thing. What is the first thing you do in the morning and the last thing you do at night?

U

P

Did that crack you **UP**? Share with someone, or not. It's **UP** to you.  
Now I'll shut **UP**.

Author Unknown

## WISH THAT MY EYES CAN SEE...



*The unity of loved ones*

*The work of others positively affecting all*

*The healing of souls mentally, physically, and spiritually*

*The dreams of the youth coming to fruition*

*The promises made to aid the homeless find permanent shelter*

*The researchers finding absolute cure for major terminal illnesses*

*The Sisters in sisterhood truly being inspired by the tenets of their organization*

*That the beginning of this new decade 2020 is better for each and everyone of us*

*Soror Jarian R. Graham*



## 10 signs you're doing well in life.

1. You have a roof over your head
2. You have food to eat and a home to live in
3. You have a good heart
4. You wish good for others
5. You have clean water
6. You have people who care about you
7. You strive to become better
8. You have a dream or vision
9. You are willing to work hard for your dreams
10. You're breathing

# A PRAYER FOR OUR TEACHERS

A red apple with a small stem is positioned on the left side of the image, partially overlapping a stack of books. The background is a dark, textured surface, likely a chalkboard, with white text written on it. The text is a prayer for teachers, written in a casual, handwritten style. The prayer asks God to thank teachers for their lives, to bless them for the new year, and to give them strength, grace, and hope to lead in their classrooms. The prayer concludes with "AMEN".

DEAR GOD,  
THANK YOU FOR THE AMAZING TEACHERS  
WHO HAVE GIVEN THEIR LIVES  
TO SERVE OUR CHILDREN.  
AS THEY PREPARE FOR THE NEW YEAR,  
FILL THEM WITH STRENGTH TO LEAD,  
GRACE TO GUIDE AND HOPE TO THRIVE  
IN THEIR CLASSROOM.  
BLESS THEM BEYOND MEASURE  
FOR THEIR WILLINGNESS  
TO POUR INTO THE NEXT  
GENERATION THROUGH EDUCATION. AMEN

[GRACEFORMOMS.COM](http://GRACEFORMOMS.COM)