

the detours. The posttesting is the determination of how successful we are in finding the final destination.

Literacy in a classroom should be individualized as much as math. In my classroom, each child has his or her own word ring and reading assignments made on a weekly basis. Monitoring the word ring and reading progress at school enables the children to make continuous progress no matter what the reading level of each child may be. I love encouraging the children to go home and “impress” their parents or some other grown-up at home. When discussion of what they are learning is encouraged, the children are more prone to transfer school-learning connections to home-learning connections. Parents are certainly vital participants in their child's education. But as the teacher, you will be looked upon as the one who should set the pace. We should be ever mindful that the pace for a child means continuous learning.

Textbooks are wonderful resources for teachers, but they are certainly no substitute for allowing children

to think for themselves. I love to have the children use questioning—questioning of everything. I especially enjoy setting the stage for learning with a variety of materials centered on certain content and then turning the children loose on creating their own questions. Creativity, problem solving, and real-world learning become the products of such an environment.

Imagine the absolute misery Einstein would feel today sitting in a typical primary classroom. Sitting through simple addition would be torture for him! Every classroom today has the potential of having an Einstein in it. We must make it our duty and responsibility to meet the needs of the Einsteins of the future.

**—Patrice McCrary**

2003 Kentucky Teacher of the Year

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