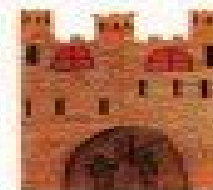
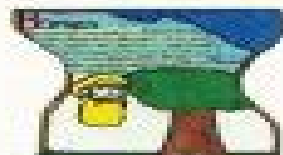


KATHERINE LUONGO-ORLANDO

# A Project Approach to Language Learning



Linking Literary Genres and Themes in Elementary Classrooms



# Project Approach To Language Learning Linking Literary Genres And Themes In Elementary Classrooms

**Maria Varelas, Christine C. Pappas**



## **Project Approach To Language Learning Linking Literary Genres And Themes In Elementary Classrooms:**

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The Cornerstones to Early Literacy Katherine Luongo-Orlando, 2010 How can we build a strong literacy foundation for children This book appreciates that learning and language development start with the play episodes oral language practices wordplay activities print encounters reading events and writing experiences that children engage in during the early years of life Filled with rich language activities The Cornerstones to Early Literacy shows teachers how to create active learning experiences that are essential to building early literacy This comprehensive handbook is organized around the following topics Play Experiences Understanding the early stages of learning and all aspects of the play literacy connection Oral Language Supporting opportunities for child talk with suggested conversation starters and events that involve personal timelines and storytelling Language Awareness and Word Play Creating a balanced approach to language learning using games and activities that involve literature music choral speaking sound games and more Print Encounters Discovering reproducing and creating all forms of environmental print Reading Events Integrating read aloud and shared book experiences with proven strategies for supporting and observing young readers Writing Experiences Identifying early writing characteristics and techniques for moving children along in their writing

Authentic Assessment Katherine

Luongo-Orlando,2003 Authentic Assessment combines performance tasks that are relevant to students lives with the need for accountability The book explores common mandated language arts expectations and shows teachers how to choose meaningful activities that will guide students toward achieving important learning outcomes This practical approach to task design includes suggestions for planning through evaluating and generating a mark as well as sensible ways to use assessment results to improve instructional practice The book presents a thorough constructive background for authentic assessment of student work clear definitions of terms related to assessment and evaluation a step by step process for developing performance based tasks strategies for relating tasks to goals and expectations numerous activities that can be used as is or adapted for specific needs Designed for the busy teacher the book includes ready to copy and use planning sheets rubrics and student surveys Excellent samples of student work based on performance tasks complement this timely book

Show Me how to Learn Robyn English,Sue Dean,2004 This user friendly resource is a practical easy to read exploration of the best classroom practice in grades 3 to 8 It promotes the creation of a learning community that fosters higher order thinking skills and accommodates the needs of different learning styles Teachers will find the support strategies and tools they need to build skills in reading writing and research The new ideas and frameworks in this book will help teachers challenge students to work independently A wealth of reproducible pages explore a full range of techniques for working with language Venn diagrams scaffolding data charts concept maps and peer assessment forms to name just a few Show Me How to Learn strives to help teachers appreciate the significance of a productive partnership between teacher and student It offers step by step guidelines for creating a classroom code and suggests novel ways teachers can help students feel engaged The book promotes self assessment peer assessment the importance of monitoring group work and empowering students to be active participants in their learning A must have reference book that will show teachers how to create a powerful learning community in their classroom

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**Children's Ways with Science and Literacy** Maria Varelas,Christine C. Pappas,2013-05-07 Science is often a forgotten subject in early elementary grades as various mandates require teachers to focus on teaching young students to achieve specific reading and mathematical competencies This book offers specific examples and empirical evidence of how integrated science literacy curriculum and teaching in urban primary grade classrooms give students opportunities to learn science and to develop positive images of themselves as scientists The Integrated Science Literacy Enactments ISLE approach builds on multimodal multidimensional and dialogically oriented teaching and learning principles Readers see how as children engage with texts material objects dialogue ideas and symbols in their classroom community they are helped to bridge their own understandings and ways with words and images with those of science In doing so they become learners of both science and literacy The book features both researcher and teacher perspectives It explores science learning and its intersection with literacy development in schools that educate predominately children of color many of whom struggle with poverty and have been traditionally underestimated underserved and underrated in science classrooms In all these ways this volume is a significant contribution to a critically under researched area of science education

*Literary Discussion in the Elementary School* Joy F. Moss,2002 Offers a rich resource for preservice and practicing teachers who want to build extend or enliven a program in which students explore the expanding world of children s literature

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