

1: Debi Gliori: How Picture Books Help Children Talk About Their Feelings | Scottish Book Trust

A rationale for reading clubs --How reading clubs can fit into our classrooms: the nitty-gritty-down-and-dirty details --Effective teaching practices are the best practices for reading clubs --Instruction that supports readers in any kind of reading club --Powering up reading partnerships and their book talks --Assessments, projects, and.

Review posted January 7, 3 This was a great choice to share with my 26 year old daughter as she moves in to a supervisory role in her job. It helped to give her perspective and tips as she is on a fast track in business and civic leadership. And, amazing that so many leaders have such an effect! In fact, that was the topic of my doctoral dissertation! I have appreciated this book, as it gives very practical examples and steps to take, to be a leader, as a woman. I will use this book with the other women who are in leadership roles on my administrative team. Thank you so much, for providing these books! Not what I thought would be. Ccantu Review posted June 23, 3 This was a very good book. There was a chapter, I believe it was chapter 4 that described the different types of women. It was good to read up on the the I most identified with. I suppose what I was really hoping for when I ordered this book was something more theoretical about masculinity and femininity and how those societal definitions affect our ability to be leaders. Thank you for providing the opportunity to share these books across Oregon. A bit repetitive in spots but well worth reading. RoseRobin Review posted June 4, 4 This book is an excellent resource. Doyle has done the work for you by interviewing hundreds of thought leaders who all have experience and wisdom to share. I have this book in a place where it is easy to pick up and thumb through it and each time I look I find something of value. Niki Price Review posted June 1, 4 I did not think I needed this book, but according to Anne Doyle this opinion is common among my generation of women. She calls us the "Influential Insiders," the girls who grew up in the s and 80s after many of the gender barriers were broken by the "Pioneering Interlopers" of her generation. But, Doyle makes the case that being an insider is clearly not enough -- even now, when women earn a majority of the degrees, we are still underrepresented at the top of business and government. She offers a lot of empowering advice. According to many leaders Doyle interviewed, women are more likely than men to eliminate themselves from the competition for a job or other opportunity, because they feel they are not qualified. Let the world eliminate you, if it will. Some of the other messages, mostly about joining "Team Women," did not resonate as much. SusanMayer Review posted May 20, 4 This book was awesome and inspiring. It spoke to me about the fear that a woman in a leadership position or striving for that position feels. I look forward to using the steps to move from an achiever to a leader in my own business life. Looking around my community it is interesting to recognize women who belong to the groups the author describes. Anne Doyle gives women many valuable lessons about how to approach leadership situations using examples from her own life and those of other women who have succeeded. It is also encouraging to know that we need not give up if we fail in our attempts at leadership. Shows how women can help each other to make a positive effect in the world. Intergenerational approach to leadership and owning your own unique note of power in the world. TammyDuncan Review posted January 23, 5 This book is chalk full of practical information for women all over and is a much needed and valuable resource for both men and women! Definitely a must read! This book organizes a vast body of knowledge and lends to shaping a new generation of Women leaders everywhere. Thank you Ford Foundation for offering this book to your audience.

2: Leah Mermelstein | Common Questions about Reading Partnerships

Jack Graham's latest book, Powering Up, is a must read for anyone seeking to reach their full potential from God. With intriguing stories and touching insights, Powering Up will reboot your relationship with God and help you live the life he wants."

January 6, by Leah in Reading Workshop I work with amazing teachers who not only do incredible things with their students, but also reflect upon what is not working in their classrooms. Recently teachers have been asking a lot of questions about reading partnerships and their questions have brought about even more learning for their kids. Although I hope this is helpful for all teachers, these questions specifically came from first, second and third grade teachers. What is the purpose of reading partnerships? The primary purpose of reading partnerships is for kids to talk about books in a way that deepens their comprehension. In order for this to work, kids have to be reading and talking about the same book. Many teachers, before our conversations, believed the purpose of reading partnerships was to ensure that kids were accountable to what they had read during the independent portion of Reading Workshop. One teacher recently said to me: Many of the teachers I work with loved the idea of kids talking about the same books, but they only had single copies of books in their classrooms so were unsure about how to proceed. Partners go shopping for books together. Each partner takes at least one of the books they chose together and reads it. They continue reading the same books during Reading Workshop that they chose with their reading partner. They continue reading the same books. As you can see, even though there were no double copies partners have read at least two texts together. During Reading Workshop, partners talk about the two books they both read. How do I get my kids to have better conversations about their books? I have two thoughts about this question. Some teachers have found it helpful for kids to read shorter texts and then talk about those shorter texts with a reading partner. They have used texts such as picture books, poems and newspaper articles. Because the kids could finish the text in one sitting, they found that the kids were more focused and the conversations went better. I also think that especially with the younger kids we have to recognize the small successes that kids have and build upon those successes. Recently, I watched two second grade girls talking about books. Also, what they were learning about taking turns and listening to each other was vital. After watching this, the teachers and I realized that we had to be okay with the partnership work being a bit messy in the beginning and that we had to trust that good things were happening. If kids talk about books on a regular basis and we regularly teach into them they will get better! What are some of your successes and challenges with reading partnerships?

3: Powering Up! | The Ford Family Foundation

POWERING UP! is a very specific "field guide" on the skills that women need to master next to crack through to leadership roles in every professional sector and.

A set of learned behaviors and talk structures will provide rich opportunities for deep thinking and valuable learning about texts that will serve your students for a lifetime. How many opportunities are there for meaningful talk about reading in your classroom? Think about the following five ways that you can build a culture of thoughtful talk in your classroom. Help your students understand that reading is thinking and that when they talk, they share their thinking and learn from the thinking of others. They take risks by sharing their voices and build a richer understanding of a text than any one reader can get for himself. Teach your students to turn and talk effectively with each other. Turn and talk is a structured opportunity for your students to share their thinking and learn from the thinking of their peers. When students turn and talk, every student gets the opportunity to talk. Help your students learn how to turn and talk first with a partner and then in threes or fours in ways that are productive. Be sure to help them learn how to get started right away, to look each other in the eyes when talking and to listen attentively to the speaker. Model how to respond to and build on what the speaker said in a way that results in authentic dialogue that accomplishes richer thinking not just random talk. Give your students wait time and teach them to give each other wait time. Wait time gives a person a little time to process. Help your students develop patience with a little wait time for their peers and be sure you model doing the same. Often a little wait time is followed by evidence of good thinking that is well articulated. Wait time is think time. Your language provides a model for the productive talk your students need to engage in with each other. Your tone of respect and patience and the careful modeling of language that promotes analysis becomes the language that your students will use with each other. It creates an expectation for the kind of talk about reading that is valued in their classroom. Be sure to demonstrate and prompt your students to support their thinking with personal experience or evidence from the text. Encourage inquiry through genuine curiosity about the content of the text and the craft of the writer. Use language or prompts such as: What made you think that? Is there another way of think about that? What was the writer really trying to say? I noticed the writer "â€¦". I want to understand howâ€¦. What do you notice about the way the writerâ€¦? Listen carefully to your students and set the norm with them that they listen attentively and respectfully to each other. A good listener can understand the speaker better and respond better than one who is always thinking about what he wants to say next. Encourage them to share their thinking generously and graciously with their peers and be sure to invite the thinking of each member of their group. To help the group develop their talk power, be sure to plan for them to evaluate the quality of the talk and their participation. When you power up the talk about reading in your classroom, your students will take all their rich thinking to their writing about reading. They will develop essential tools for a lifetime of successful literacy. You can also view the full brochure to see the entire conference schedule and workshop listings.

4: Powering Up by Anne Doyle

A good read about how high-achieving women can go a step farther and become leaders. I liked Doyle's descriptions of Pioneering Interlopers, Influential Insiders, and I'll-Do-It-My-Way Innovators - roughly generational profiles of different types of women achievers who can all power up to be leaders.

Johnson and Dara Rossi-Williams At this middle school, reluctant readers became more motivated and confident when teachers put an e-reader into their hands. E-readers like the Amazon Kindle and the Barnes and Noble Nook are beginning to make their way into school libraries and classrooms. E-readers have tremendous potential to entice reluctant readers to read more. A study that we recently conducted among low-reading-ability middle school students demonstrated that potential. Students in 6th, 7th, and 8th grades became more engaged and motivated during their scheduled silent sustained reading periods when they were given the opportunity to use e-readers. The study took place in two reading improvement classes in Rivercrest Middle School in the urban metroplex of Dallas-Fort Worth. A total of studentsâ€”most of whom were reluctant to pick up books and saw little value in readingâ€”were given the option to use Kindle e-readers during their scheduled sustained silent reading time. In both classes, students could choose to read printed text, but the majority of them chose to use the e-readers. Some students read the classic novels, but the ghost stories and scary stories proved to be more popular. After two months, most of the students reported that they had read one to four books during the sustained silent reading period. Benefits of E-Readers Motivation Engagement is the key to successful reading and learning. Our follow-up interviews shed light on this phenomenon. Another boy pointed out that the e-reader enabled him to read what he wanted without carrying around a lot of books. We recognize that the novelty of a new gadgetâ€”especially a technology gadgetâ€”plays an important role in motivation. Certainly, the reluctant readers at Rivercrest Middle School were motivated to read partly because their classrooms had been specifically chosen for the e-reader experiment. With such enthusiasm, we were not surprised that students easily learned to manage the e-reader and its features. They quickly figured out how to adjust the font size, choose horizontal or vertical orientations, and play with the voice-to-text features. They learned how to bookmark their places and how to locate unknown words with the dictionary feature. Their interest in the new technology motivated many students to explore first and then settle into reading. Easy Response to Text Responding to text is one way that students establish comprehension and improve their skill in understanding, predicting, and critically analyzing what they read. Larson , observed students spontaneously using the highlight feature of the Kindle called "My Clippings" to leave personal notes and questions about what they were reading. She concluded that such features were a valuable way for middle school students to demonstrate the reflection that must accompany meaningful reading. Rather than write responses in spiral notebooks, students can leave a trail of responses on their e-readers. The response-to-text feature allows the reader to position the cursor at a desired entry point, type a personal note, and save the response. Once the responses are saved, students can share them with peers and teachers, and they can also see what other readers have written in response to the same section of text. They can even use the response-to-text feature as their own personal reference for writing a paper. To take full advantage of the power of e-readers to encourage student response to text, we recommend providing one e-reader for each student. For middle school students, however, reading lower-level texts may be embarrassing, and the fear of what their fellow students will think may discourage them from reading. E-readers enable teachers to provide appropriate texts to struggling middle school readers privately. The teacher can upload and assign easier-to-read texts, perhaps supplemented with some free-choice texts. Classmates need not be aware of what others are reading. Voice-to-text is another feature of the e-reader that can support English language learners. Most of the students in our study were not fond of the voice-to-text feature because of the nature of the voice, which they found robotic. Two of the English language learners, however, brought their earphones so that they could listen to sections of their e-books. This feature seemed to help them gain confidence in English reading and speaking. With continuing improvements in technology, we expect that the voice-to-text feature will improve with newer editions of e-readers. Increased Confidence with

Technology As technology tools like e-readers and e-books become more integrated into our lives, facility with such devices will be an increasingly important part of literacy learning. Many of the students at the middle school in our study came from low-income families, and their home use of technology was limited. This was all the more reason to give them ample opportunities at school to learn about, use, and evaluate technologies such as computers, flip cameras, video-making software, and e-readers. Economic Advantages Including e-readers and e-books in school and library budgets may reduce the amount of money spent on hard-copy texts and materials. Additional cost savings may come from reduced replacement costs for lost or damaged hard-copy texts. However, we are not advocating e-readers and e-books as cost-saving measures. In fact, we hope that school administrators plan for sizable start-up costs that enable every student in reading improvement classes to have his or her own e-reader, rather than share with others in the class or school. We suggest that administrators, librarians, and teachers think of the e-reader as one more important tool to help middle school students succeed at reading. But the reasons that middle school readers give for reading with e-readers are perhaps more powerful. After two months of using the e-readers, students in our study said, "The e-reader has very good books. I like the dictionary. It is easy to use. It helps me read faster. I like to read more now because the stories are interesting to me. I better understand what I read. It appears that struggling readers in middle school understand what they need for success in reading. They know that engagement is what it takes to become a better reader, and technology may hold the key to such engagement. Growth in reading and how children spend their time outside of school. *Reading Research Quarterly*, 23 3 , " Assessing motivation to read. *The Reading Teacher*, 49 7 , " Facilitating engagement by differentiating independent reading. *The Reading Teacher*, 63 4 , " New tools for the next generation of readers. *Journal of Adolescent and Adult Literacy*, 53 3 , " The next chapter in e-book reading and response. *The Reading Teacher*, 64 1 , 15" Rivercrest Middle School is a pseudonym. Johnson is a doctoral candidate in curriculum and instruction at Texas Wesleyan University and owner and clinical director of The Reading Connection, Fort Worth, Texas.

5: E-Readers: Powering Up for Engagement - Educational Leadership

Power Up At Your Library Week, celebrated Oct. , is an opportunity to highlight how libraries promote technology, innovation, and creativity while also serving students' educational, technological, and social needs.

6: LEGO Legends of Chima: Official Guide by Tracey West | Scholastic

Among other things -- A book. One of the immediate opportunities we're looking at is a potential book deal. We're also planning new courses for our recently launched JobJenny U and are in talks for a couple of additional incredibly cool partnerships.

7: The Stenhouse Blog - Resources for Educators from Stenhouse Publishers

Anne Doyle's Powering Up: How America's Women Achievers Become Leaders, is a perfect follow up for those who have marshalled troops to help with the second shift and are already leaning in. For starters, she points out the difference between achievers and leaders.

Tycoons come to town Circle of acquaintance Child sexual abuse and mental health in adolescents and adults Miracles of healing The mathematical princess, and other stories. The future of adult education Markstrat online by StratX The dragons of nova Emotional development in psychology The nature of copyright Languages and Politics (Contributions to Sociology of Language) The travails of Cornstalk Seven principles for cultivating communities of practice Credit and debt in medieval England, c. 1180-c. 1350 Episodes from liberty city guide Bridge over the Mississippi River. Last word and the word after that Contexts of learning mathematics and science Psalms 73-150 (Abingdon Old Testament Commentaries) Surgical diseases of the pancreas I Would If I Could Worcester to Hereford including the branches to Leominster and Gloucester. Political economy of international financial instability Vegetarian New York City Wavelet methods for elliptic partial differential equations I m not the only one piano sheet music Bony-Skinned Dinosaurs (Dinosaur World) AND THE BILATERAL RELATIONSHIP: QR, the quieting reflex Vladimir tod 12th grade kills Back to the long grass Zine Scene (Nick Zone) Hamlet and Macbeth/Heart of It! (Heart of It) Disease in disguise The Power of Mathematics Not Quite American? Agents legal responsibility Chemistry and application of h-phosphonates Designated mourner Tawananna in the Hittite kingdom