

TEACHERS AND STUDENTS OVERCOME CHALLENGES BRENDA

PARKES pdf

1: ASCD SmartBrief

Exploring informational texts: from theory to practice Teachers and students overcome challenges / Brenda Parkes -- Traveling in depth / Margaret Mooney -- Oral.

Spence All too often, people confuse the meanings of the terms assessment and testing. Perhaps it is not surprising, then, that in this age of high-stakes testing, assessment carries with it a negative connotation. Assessment, however, is broader than testing. The naturalistic and descriptive tools teachers use to make decisions are embedded within typical classroom experiences and involve multiple perspectives and sources of data IRAâ€™NCTE, Teachers use these tools to 1 describe, record, and map out observations and actions the child takes within a context; 2 analyze data to reliably identify strengths and half-right attempts; and 3 determine the steps needed to support growth and optimize opportunities for learning and teaching Clay, In this way, teachers design instructional interactions that will lead to lasting change. Learning about Observation One Child at a Time: Assessing and Teaching Beginning Writers: Every Picture Tells a Story. Designed for prekindergarten and early primary teachers, this book diagrams a continuum that assesses what very young children know about oral language, drawing, and writing. This easy-to-use tool helps teachers determine instruction and next literacy steps for their youngest students. The book includes writing and drawing samples, vignettes of best practice teacherâ€™child conversations, and useful observation forms to help educators in early literacy settings easily record observations and design appropriate instruction. Assessing and Teaching Beginning Readers: A Picture Is Worth Words. Writing again for prekindergarten and early primary teachers, Matteson and Freeman offer reading reenactments as a comprehensive approach to working with fiction and nonfiction texts. From Kidwatching to Responsive Teaching. Teachers at the center use the naturally occurring data they collect and interpret as an ongoing part of rich literacy curriculum and instructional practices. Creating Classrooms for Authors and Inquirers. Short and Jerome C. Harste, with Carolyn Burke. Owocki, Gretchen, and Yetta M. Owicki and Goodman have produced a useful source for kidwatchers in preâ€™K through primary grades, offering guidance on how to make and record detailed observations as children read, write, and play and how to plan curricular engagements that are tailored to individual strengths and needs. The Next Step in Guided Reading: Richardson lays out the components of an effective guided reading lessonâ€™targeted assessments, strategy instruction, and guided writing. The book is divided into three stages of reading development early, transitional, and fluent. It offers suggestions for classroom structures and provides information on grouping for guided reading. Stephens, Diane, and Jennifer Story, eds. Learning the Hypothesisâ€™Test Process. Stephens and Story define assessment as a cyclical process observe, interpret, hypothesize, and test out , which they term the hypothesisâ€™test process. The authors show how this process works in classrooms and with individual students, while teachers describe how they use it to develop theories about their students as readers and then use those theories to design successful classroom instruction. And Stephens, Diane, et al. Strickland, Kathleen, and James Strickland. There are so many things to take away from this book, which includes sections on anecdotal records, retrospective miscue analysis, surveys and responses, and portfolios. The authors draw on stories from schools across the country to describe how to make assessment and instruction meaningful within the constraints imposed on schools. Notes from a Kidwatcher: Selected Writings of Yetta M. The twenty-three articles in this book chronicle original work on the concept of kidwatching, a term originally coined by Goodman. Particularly relevant are Chapters 16 and Observing Children in the Classroom. Running Records for Classroom Teachers. She also shows how to reliably score and interpret running records in order to make informed instructional decisions. Watson, and Carolyn L. From Evaluation to Instruction. This revised edition of Reading Miscue Inventory details miscue analysis procedures and describes reliable ways to analyze reading using miscues. The book offers help in interpreting and using the classic Burke reading inventory and provides analyses of readers with different strengths and challenges. It also provides guidance on instructional decision making. See also Goodman, Yetta

M. Reading Miscue Inventory Manual: Procedure for Diagnosis and Evaluation. Miscue Analysis Made Easy: Building on Student Strengths. Wilde explains how systems of meaning, language, and graphic information work during reading and suggest how teachers can help students grow as readers. She also provides guidance on diagnostic procedures, retelling guides, maximizing student strengths, and ways to support comprehension. The authors present detailed descriptions of how to administer and score a spelling inventory and explain its purpose—to group children for spelling and vocabulary instruction using hands-on materials for sorting and classifying words. The book also includes instructional ideas for phonemes, patterns, and affixes. The book contains templates that teachers can use for writing conferences and when planning classroom instruction. Clay discusses the concepts that children explore when they first take pencil, crayon, or paint to paper, such as learning about the size and shapes of different letters and the difference between pictures and print. She also includes information about the patterns that children begin to notice about print and the connection between print and spoken words. The Puzzling Code is written for teachers, parents, and caregivers of young children. Clay outlines different paths taken by the youngest learners on their journey toward literacy and shows how writing is central to their learning about how print works. She helps teachers understand the purposes for which children write, the various ways they represent meaning, and the developmental milestones represented by half-right attempts. Insights into an Analytical Rubric. Spence presents a case study of three Spanish-speaking students in a third-grade classroom and posits that analytical rubrics may not be the best assessment tool for all children. Seeing Students through Their Writing. The author offers suggestions on how to use the resulting findings to inform instruction. Documenting Growth over Time. They include photographs, examples of student work, and helpful suggestions for critical self-evaluation. Teachers can use it to evaluate accuracy, fluency, and comprehension. The book also contains developmental information to guide instruction and interviews designed to reveal student interests. Using books by Clay such as Follow Me, Moon; Sand and Stones; and No Shoes, the child helps the teacher by pointing to certain features as the teacher reads. Designed for teachers of kindergarten and first-grade students as they learn to read and write, this book employs a series of observational tasks to capture the rapid changes that occur in early literacy development and notes how children make the transition from preschool into formal schooling. Use with Clay, Marie M. Dominic Reading and Writing Assessment Portfolio. Upper Saddle River, NJ: Fountas, Irene, and Gay Su Pinnell. The Benchmark Assessment System. The benchmark assessment evaluates accuracy, reading rate, and comprehension, and includes online technological support and professional development resources for teachers. The Emergent Reading Assessment: Assessing Three- to Five-Year-Olds [part of assessment package]. Matteson illustrates what three- to five-year-old children know about reading and provides insights for instruction. This book serves as a tool to help teachers observe and record their observations of book handling, print, and story concepts and then use this information to design appropriate reading instruction. Assessing English Language Learners: Bridges from Language Proficiency to Academic Achievement. This volume contains a comprehensive overview of assessment for English learners, including a background on language acquisition and examples of assessments that can be used with such students. Supporting the Literacy Development of English Learners: Increasing Success in All Classrooms. This text is designed to help teachers overcome common misconceptions about English learners and illustrates how to develop curriculum that meets the individual needs of these students. The authors discuss reading comprehension and show how demonstration and think-aloud help learners develop competencies in English reading. Particularly helpful are the specific instructional engagements designed to address key needs of English learners. The book also covers expository text structures, writing, and oral language. We strongly believe that all teachers need to construct such lists for themselves and to do so within their professional communities. Teachers will then be positioned to decide which assessment tools are best for gathering the data they need to better help their students learn. To construct such a list, teachers need to systematically reflect on their experiences and do so in the company of others. This may include colleagues at school or in the community, speakers at conferences, or consultants. For the contributors to this book, this company also includes published authors whose ideas

TEACHERS AND STUDENTS OVERCOME CHALLENGES BRENDA

PARKES pdf

have touched our lives. Some of these authors have written about the reading process, some about how to create a classroom for readers, and still others about teaching readers. For the most part, prior to the s, talk about reading meant discussions of reading methodâ€”should students be taught first about letters and their sounds e. Or should they learn word families e. At that time, field research in psychology, linguistics, and sociology had little bearing on the teaching of reading.

2: NNPS Teachers of the Year

Get this from a library! Exploring informational texts: from theory to practice. [Linda Hoyt; Margaret E Mooney; Brenda Parkes;] -- This guide for teachers describes strategies for helping children in grades K-8 to become comfortable with and get the most out of nonfiction texts.

Students read and understand a variety of materials 1. Students listen, observe, speak and write for a variety of purposes and audiences. Students will need to have familiarity with the alphabetic principle: This understanding will continue to be reinforced through this lesson. Students will understand the concept of rhyming, student will most likely be at a variety of levels in the understanding Materials: Hush, hush a little mouse is sound asleep inside his house. On the stairs, the sound of feet! Crunch-crunch, he wants a cracker. Munch-munch, a cookie snacker. Crackle-sweep, he rakes corn flakes and jumps into the pile he makes Sniff-sniff, milk and cheese. Mouse would like a taste of these. Splish-splash, the milk spills out. Food is scattered all about. Sticky-gooey, jam to spread with peanut butter smeared on bread. Tipping, slipping, sugar falls. Pour and pat, make castle walls. Pop the tops off, one by one! Now that Mouse is clean and fed, he leaves the mess and goes to bed An overhead transparency with the story printed on it or a large copy of the story written out. A stack of index cards and markers or copies of rhyming words generated on 3x5 rectangles to be used when playing the game. The teacher guides students to identify what part of the word allows it to rhyme with another word. It is filled with outstanding rhythm of language and word choice. More than one reading enables them to feel very comfortable about identifying the rhyming words. The teacher should use either the transparency of the story or the enlarged copy and student volunteers should come up and underline the rhyming words. Using different colored markers will help them recognize where the rhyming words are. It would also be helpful to just underline the part of the word that rhymes. Students should then return to their seats with a copy of the story and independently underline the rhyming words. This will help reinforce the idea as well as help the teacher assess who is able to identify the rhyming words. The next task for students is, as a group, to identify as many additional rhyming words they can that rhyme with the given words. There are two choices for working with this. Either have the students write words on index cards and classify in a pocket chart or as a class generate a list of words and record on the board. Whatever approach is taken, it is important to have the words written with conventional spelling. This is especially important if the students are going to be working independently with index cards. Examples of rhyming words: These can either be written by the students or copied by the teacher for students to cut apart. All the cards are placed face down. Students take turns turning two cards face up. The one with the most pairs of rhyming words wins. Tell the students that they used their best listening and thinking to identify rhyming words Listening carefully can help you recognize rhyming words That doing activities like this can help you when you are reading because if you recognize a rhyming pattern in a book, it helps you figure out words you may not know by using words you do know. It also helps to develop thinking skills because you have to think in a creative way to find new words that rhyme with the ones given. Extensions for additional practice and reinforcement: Munch-munch he eats some peas, he wants more with a piece of cheese. This would be a good way to find out how their learning is transferring. A good source for finding rhyming words is [http:](http://) After participating in a shared reading experience, students will work in pairs and play a game to help them match onsets and rimes in real words. They will also be able to identify non-words. The words used are taken from the text. Students will read and understand a variety of material. Students will have been exposed to rhyming texts. Students will be fairly proficient at associating letters and the sounds they make. I love to read in bed at night. Then Teddy and I turn out the light. And as we dream the night away, Our storybook friends come out to play.

3: Family Specialist / Home

Brenda Parkes has written many books for children as well as a professional book for teachers about shared reading. She has taught in New Zealand and Australia and spent twenty years as a teacher educator at Griffith University, Queensland.

HO Note to the Reader There are many voices and opinions in this book, and that is as it should be! As more teachers become familiar with the nuances of guided reading and comfortable using informational texts as a vehicle for instruction from the emergent stage of reading development, our journey toward understanding and competence matches that of a class of students on their reading journey. This book does not claim to be either definitive or exclusive in its exploration of informational texts. The contributors have chosen to share aspects of their current understanding to create a montage of ideas and suggestions. Our common goal is to make informational texts accessible and enjoyable. The book also includes reflections from authors of informational texts for young readers. These reflections are offered in the hope that they will encourage more teachers to pick up the pen and write informational texts, for unless you have walked the path you expect students to take, it is hard to be a truly effective guide. Although the book works as a whole, please dip and delve through the parts to create your own sequence. This will give you a chance to create your own understandings as you mix and match the different voices in the essays. After all, the reading of informational texts is not so much about gathering information, as it is about selecting and using information. We invite you to wonder, to question, and to join hands with your students in Exploring Informational Texts! Emergent readers reading, wondering, and growing as readers. Explorations of text features such as the index and table of contents support learners of all developmental phases as they build knowledge about the world. HO Guided reading with informational texts provides time for explicit teaching, activation of prior knowledge, and direct instruction in the strategies readers use to make meaning. Small-group and individual conferences lay a foundation for growth in reading and writing of informational texts. Sometimes, the focus is a strategy such as visualizing that can be applied in math, science, social studies, reading, and writing. The important issue is creating links to support learner understanding and to increase the likelihood that the strategies and content will be remembered and applied in many contexts. As teachers have worked to become proficient in providing guided reading instruction, there are situations in which learners are having little opportunity to write about what they read or to use their reading as models for writing. We know that when learners write about what they read, they remember more Pearson Literacy centers, seatwork activities that are self-contained, and brief interactions have become commonplace activities during the language arts block as teachers try to free themselves for guided reading instruction. However, the activities can become an end in themselves with little connection to building proficiency in the forms of writing that are so richly displayed during guided reading. The concern felt by many is that if centers and seatwork activities are not linked to core content or the instructional focus of the guided reading lesson, we have lost important links in learning, and most certainly lost significant amounts of writing time. When guided reading and guided writing are linked, students have more opportunity to learn content as they explore it outside of the guided reading group. They have more opportunity to understand the language and text features they encountered in reading if they attempt to utilize those forms in their own writing. Linkages between guided reading and guided writing can result in a pattern where a guided reading group might read one day and discuss their writing on the same topic the next day. It might result in a community sharing session at the end of language arts where students meet and talk about the writing projects they engaged in as a follow-up to their guided reading experiences. Or, guided writing may occur during the writers workshop time where linkage is focused on connecting the guided writing lesson with individual writing projects. The following lessons are designed to showcase some possibilities for strengthening the connections between guided reading and guided writing. Their purpose is to affirm your current practices, offer insights into familiar practices, and to stimulate your thinking about strengthening the links across the

various areas of your curriculum. Engage the students in a discussion about the role of diagrams. How did the diagrams help them better understand the animals and insects in the book? Did the diagrams cause them to notice parts on the bodies of the insects they might not have noticed in an unlabeled photograph? Continued

Guided Writing Focus: Diagrams in Informational Text A guided writing experience to link to the guided reading session in sample 1 could focus learners on using diagrams as tools in their writing. Using content from their guided reading selection or content area studies, writers could consider which type of diagram would best suit the writing they are planning. In this small, supported setting they could consider the purpose and audience for their writing and plan how their message could be communicated through text and a diagram. The goal would be to help writers assimilate diagrams into their writers toolbox.

Directions Guide students in exploring the features of directions: As you explore the various portions of the direction format, engage students in a conversation about the order in which you might read the sections and related actions you might take as you read. Would you read the whole thing at once? Would you use the materials list to gather supplies before following the steps in the direction sequence? Why is there an introduction? Students really enjoy the hands-on experience of gathering supplies and actually following the steps in a set of directions. Please see Figure 18â€™2. I recently observed in a classroom where the guided reading group was reading a book that provided directions for making several different types of puppets. The children had a wonderful time reading the various directions, identifying similarities and differences in the structure of each set of directions, then voting on which puppets they would actually make as an extension to guided reading. This became even more powerful when the teacher explained their guided writing follow-up.

Directions This group of students was challenged to follow the steps in the directions and actually make one of the puppets. They were then to return the books to their teacher and write a set of directions telling how their puppet was made. They were to include a materials list, a purpose or introduction, and a list of steps in constructing the puppet. Lastly, photocopies of their directions were made and this group of students was placed on the class schedule to teach the puppetmaking process to the entire class. The result was an in-depth knowledge of how directions are structured, a rich language-building opportunity, and a clear linkage between their reading and writing experiences.

Using Boldface Type Use a science text, social studies text, or any other age-appropriate text that features boldface type within the context of paragraphs and is appropriate to the reading level of the learners. Show the students how to skim for the bold words. Then focusing on the bold words, make predictions about the key content of this section of reading. How can the bold words guide us as readers? What support do they offer a reader? Do these words tend to be in the glossary? Read the passage to see how closely your predictions reflect the passage. Move to the next section of text. Skim for bolded words. The goal is to emphasize to the students the importance of the bold words in most texts. These are clues designed to assist comprehension by targeting our attention to important ideas.

Using Boldface Words Within Writing Guide the students in planning a piece of independent or group writing. Explain that their writing will have the purpose of explaining the content in such a way that a younger student could understand. Before they begin writing, they will need to select a few words that they believe are essential to understanding the content. Within their writing, they will highlight these words with bold writing to assist the younger students in grasping the concepts. When the writing is clear and important words written in bold type, the writers are ready to meet with a group of younger children to share their writing and the content they have learned. Page shows an example created by my students: Down is a covering of soft feathers which are not waterproof so the baby needs to stay on land until it gets bigger feathers. While the baby waits for adult feathers so it can go swimming, the parents need to bring food to the baby. The mom and dad take turns swimming in the ocean where they catch fish. The mom or dad eats the fish then regurgitate it in small bits for the baby to eat.

Persuasive Informational Text Real estate advertisements in the classified section of the newspaper, furniture store advertisements, travel brochures, sales brochures, and many other persuasive forms of informational texts abound in daily life. To focus a guided reading group on persuasive informational texts, you could use such sources from your community or a guided reading sample such as the one below. Continued

What do you

TEACHERS AND STUDENTS OVERCOME CHALLENGES BRENDA

PARKES pdf

notice about persuasive writing? Does it sound like the writing we encounter in a textbook? How is it different? What does the author of this persuasive text want us to know or to do? How does the author try to convince us? What are the similarities and differences? Persuasive Informational Text Your job is to read several classified ads in the newspaper for homes and businesses that are for sale. Notice the language, sentence length, and layout of the text. Write an advertisement as though you were trying to sell this classroom, this school, or your own home. Try to make your language and format look and sound like a real persuasive ad. Showing the Passage of Time in Informational Texts Provide students with an informational text that shows passage of time.

4: Caught in the Spell, Margaret E. Mooney and Terrell Young

Written by teachers and teacher educators, 25 contributions discuss such topics as the use of informational texts in daily instruction and the role that features such as captions and headings play in learner understanding.

It also emphasizes the importance of making the links between reading and writing through intentional instruction across all approaches in the middle and upper grades. This was our intent and challenge as we invited colleagues to contribute chapters to this book. Authors were encouraged to maintain their own writing style, share their experiences, and present their understandings of the practices or approaches to the teaching of reading and writing. Editorial considerations were respectful of the different voices, accepting that this may cause readers to change their reading style and pace as they begin a new chapter. However, it is hoped that readers will enjoy the range of dialogues they can create as they interact with the authors. While this publication comprises several voices and perspectives, it endeavors to show the interdependence of the approaches and the inextricable links among the various language modes, but especially those between reading and writing. Although each chapter deals with a different approach, and separate chapters focus on reading and on writing, this is purely an organizational strategy to bring a particular section to the fore for detailed discussion. Understanding the intent of each approach and its nature, benefits, and practicalities needs to be considered in the context of the whole that is greater than the sum of its parts. The chart in Figure 1 underpins all chapters within the book. It is suggested that readers use this as a reference when commencing a new chapter or when reflecting on the place of any approach within those key to a comprehensive literacy program. The introductory page for each part of this book also provides a quick reminder of the approach in relation to the other three. My earlier diagrams or explanations differentiating among the approaches usually listed the teaching approach in the left-hand column as the starting point and dominant feature. The emphasis in this book is that all instruction, practice, application, and much of the assessment should begin with and remain centered on the learner. The teacher is the stage manager, ensuring that carefully selected resources are presented in a manner that encourages and nurtures learning. So while each chapter focuses on a particular approach, readers are urged to be mindful that very few, if any, lessons will be exclusive to any one approach. What began as shared reading may become a guided session for the remainder of the lesson as the students show themselves able to overcome most of the challenges of the reading. In the same way, it is likely that a guided writing lesson will include some independent writing, when each student applies and extends some recently acquired strategies and skills. However, in most cases the amount and nature of the changing support within any one lesson will not cross more than one approach unless the resource or task proves too far too difficult or offers insufficient challenge or opportunity for extension. These words also reflect the sequence of effective learning when what is known through instruction, practice, and application becomes the focus for assessment and the springboard for meeting new challenges. The gift they can be given is being shown how to learn. Being shown how to learn does not ensure that learning takes place. Each student must actively and thoughtfully engage in the learning. The transition from being shown the product of the learning through to being provided with opportunities to practice and take ownership of the learning underpins the intent of the approaches and of this book. The second column summarizes some of the thinking that effective learning requires as the learner assumes responsibility for exploring and overcoming challenges and becoming comfortable with the new knowledge, understandings, and skills through to being able to apply them in a range of contexts. The amount and nature of support from the teacher, instructor, or coach changes as the learner assumes responsibility. The third column shows that the learner increases commitment and participates more actively in the learning. The supportive, instructive role gradually changes into one of guidance and then one of reflection as opportunities for increased or new challenges are planned. The role of the more knowledgeable other as described in the fourth column includes constantly watching for moments when the learner teeters between knowing and not knowing and then knowing at a deeper level or in new areas.

Wavering between the known and unknown can cause the learner some discomfort, but the effective teacher is continually watching and listening, ever-ready to provide just enough support and guidance to nudge the student into the unknown without fear of failure or frustration. These can cause teachers to become rigid in their implementation of any one of the approaches. In such cases, the procedures assume more importance than the fundamental premise of this book—the effectiveness of any approach is the degree to which it supports continuous and successful learning and application within and by each student. Most students moving into intermediate grades are competent in strategies for basic decoding, comprehension, and composition strategies. However, the greater range of texts, especially those in the more specific content areas, and the expectations of speedier reading and writing of longer and more complex texts present new challenges in all areas of reading and writing development. Readers who have made steady progress in the early stages come to Grade 3 with an understanding of their role as meaning makers and with an acceptance that their meaning may differ from that of other readers. They understand how the essential rhythm of predicting and confirming and, where necessary, selfcorrecting enables comprehension to the point of being able to restate what they have read in their own words. Re-reading to increase fluent reading with sufficient pace and expression to maintain a meaningful dialogue with the author will be well established. Their knowledge and use of a wide range of sound and letter patterns, common affixes, and the main word functions will bring sufficient confidence for reading unfamiliar grade level texts to complete assignments as well as texts composed for pleasure. Students working at third grade understand the relationships among their topic, form, audience, and purpose when planning, drafting, and revising their writing. However, as with all strategies and skills mentioned in this section, further development through intentional planned instruction is necessary. These skills and strategies form a foundation that needs to be nurtured and extended through the same passionate and focused planning, instruction, practice, and assessment that supported the earlier learning experiences. In order to develop competencies to match the increasing demands of reading and writing in the middle and upper grades, some adjustments need to be made to the instruction that was probably delivered in earlier grades. Despite the usual trend to shorten the time devoted to reading and writing instruction in upper grades, more time is actually needed for a session using any one of the approaches. This may mean that fewer groups can meet during a day or only one or two approaches included in any reading and writing lesson. However, it needs to be emphasized that the strategies from any approach are applicable to instruction in all other curriculum areas. Engagement from every student in every lesson should be a critical consideration when selecting the approach for any lesson. Some students will have learned how to be the dominant voice in a discussion, justifying their opinions in more detail than necessary, constantly interrupting or ignoring the views of their peers. The role of being a respectful and active group member needs to be included in each of the approaches. This instruction should include ways of eliciting, exploring, and responding to the opinions, concerns, feelings, and experiences of every group member. Other changes necessary to the way the approaches are planned and implemented at the earlier levels include the selection of resources. Texts used in each of the approaches need to reflect the burgeoning number of topics covered as students progress through the grades and the increasing challenges in writing style, vocabulary, layout, length, form, graphics, concepts, and expected outcomes. Students should not be expected to write in genres or to use techniques that have not been modeled, demonstrated, explained, and practiced in supported and guided lessons. This means, for instance, that textbooks, including those from content areas, need to be used in read to and write for and shared reading and writing sessions as well as during guided and independent activities. Whatever approach is selected as the starting point or focus of a lesson, the instruction should reflect the following: This book seeks to help teachers reflect on their understandings of and practices in developing readers and writers. We do not claim expert status or exclusivity in any way. We are sharing our current understandings in a learning journey that continues to explore new vistas.

5: Miss Johnson's First Grade: September

Informational texts comprise the majority of printed material adults read. Yet children are underprepared for meeting the challenges posed by such texts. Linda Hoyt, Margaret Mooney, and Brenda Parkes offer some solutions. Exploring Informational Texts brings together numerous educators who provide.

Chief Rambali has five years of service in public education. Chief Rambali strives to "develop citizens of character dedicated to serving their nation and community through a rigorous curriculum of Aerospace Science, leadership education and wellness. Chief Rambali was born and reared in Guyana, South America. He immigrated to the U. His decorated military career spanned 30 years in various leadership positions from base level units to Headquarters Command. Chief Rambali also supported numerous contingency operations in the Middle East and the Horn of Africa. Upon retiring from active duty in August , he pursued the AFJROTC instruction position to "educate and train students in citizenship and life skills. Fortunato has 12 years of teaching experience. At an early age, Fortunato knew she wanted to be a teacher. She pretended to be a teacher at home using her sister and her friends as students. During role play, Fortunato patterned her teaching style after some of her own teachers and she developed a passion for history. Fortunato has taught at Crittenden Middle School for six years. She believes that successful teaching and learning connects students to the real world. Fortunato includes hands-on activities to simulate real world actions: Fortunato believes that good teaching, and in return, real learning, requires finding the right balance of instruction for each class. She strives to include the right blend of teacher-led and student-centered instruction. Foster has five years of teaching experience. Foster believes that relationships are at the forefront of engagement, achievement and student success. She works to build relationships with her students and their families to support learning and emphasize its importance. Foster engages her students by going "above and beyond" the required Standards of Learning to ensure her students have relevant, meaningful content that is connected to real-world situations. Foster first became interested in serving as a classroom teacher while in college. She applied for and was accepted to Teach for America, an organization that recruits college graduates to serve as teachers in economically challenged communities. Pyatt says she instills a love of learning and a sense of confidence in her young learners through creative and purposeful experiences. She guides her students to become independent, and participate in cooperative learning. Pyatt strives to create a classroom experience that students love coming to, so they feel comfortable to ask questions and explore. Skiffington sets high expectations for her students. Skiffington uses a variety of STEM activities each day and modifies them so that each student can participate at their level. Her students enjoy exploring and learning. She sees education as an artist with many canvases. Some students come with paint, and others come with blank canvases. Smith says her job is to assist them with painting their masterpieces that will one day become who they are as individuals. She has a passion for teaching and learning through movement. Roberts believes that building relationships with her students and their families elevates achievement. She says this connection gives her students confidence and assurance. Through trust and respect, Ms. Roberts is preparing her young students for successful futures. Ours is a preschool teacher with 4 years of experience. Ours served as a substitute teacher and instructional assistant before becoming a teacher. She advances student learning through inquiry-based instruction. She believes in giving her students the opportunity to explore learning on their own. Ours strives to make learning fun and interactive Amanda Venable Carver Elementary School Amanda Venable is a fifth-grade lead teacher, who has 3 years of teaching experience. Venable ensures her classroom is a safe environment so students learn from their successes and mistakes. Her students establish their own goals and reflect on them often. She says her goal is for her students to develop a love of learning and reading that lasts a lifetime. Charles Elementary School Chyna Wilson is a fourth-grade teacher with 8 years of experience. She connects with her families to support student learning at home. Tisdale integrates technology into her lessons to allow students to explore, research and find their own answers. Her goal is to inspire them to collaborate

TEACHERS AND STUDENTS OVERCOME CHALLENGES BRENDA

PARKES pdf

using real world experiences. Shorter says that teaching means teaching the whole child to become a helpful citizen of our world. She believes that children will not be ready to learn until their emotional and physical needs are met. Patterson ensures her classroom culture is encouraging. She takes the time to learn what each student is interested in, and she uses those interests in her teaching to motivate students. Patterson says that it is her personal calling to ensure that all of her students realize their full potential. She finds ways to push her students to higher levels. Alleyne uses technology in her daily lessons. She encourages her students to collaborate and share their ideas. To support her English Learners, she offers instruction in English and Spanish. Chewing says every child comes into the classroom with their own set of strengths and weaknesses. Her job is to build upon the strengths, and turn the weaknesses into opportunities. Chewing includes visual and hands on learning opportunities in her daily lessons to ensure that she reaches every student. Ciotta strives to provide a learning environment that her students look forward to each day: She says giving students daily voice and choice, and being a part of decision-making is crucial to student achievement. Kovac endeavors to make reading a daily adventure. She loves sharing books in a variety of ways, from read-a-louds to short excerpts, to pique student interest. Kovac says it is very rewarding when a student has an "aha" moment for themselves while reading. Rheinisch teaches Virginia history. He challenges his students to think about history critically, to use the past to make sense of the present, and to get them to understand different perspectives. Rheinisch also teaches his students "mindfulness," leading students through various lessons so they can become aware of their thoughts and emotions before reacting to challenging situations. Nicholette Amburgey Jenkins Elementary School Nicholette Amburgey is a first-grade teacher with 4 years of experience. She says the first step is getting students to envision their future, then set goals. Amburgey then encourages her students to revisit their goals each day and discuss how their activities impact them. Hoyer makes learning fun and engaging for her students. Her autistic students practice social action daily. Hoyer is also spearheading an effort to create an inclusive playground for students with disabilities. Froestad seeks ways to empower her students to see their strengths. As the Youth Development leader at Lee Hall, she promotes club involvement and cultivates student leadership. King is a relationship builder. She strives to ensure that students have a go-to person for support. She also ensures that her students are involved in community service projects and career activities. Johnson encourages students to take responsibility for their own learning. Over the summer she took pictures of various historical sites in Newport News, and challenged her students to research and determine the location. Her students enjoyed solving the vacation mystery. Chambers-Harmon embraces hands-on learning and project-based learning to engage students. She says her role is to assist each student to develop their own potential and learning style. She also serves as a new teacher coordinator. Anderson says her goal is to make sure her students are more well-rounded at the end of the school year. Anderson says student choice is key. She encourages students to guide their own learning and has even created a flexible seating "smart spot" for undistracted studying. McBurnette is ensuring that her students become more independent learners by equipping them with online tools and other resources. She is also a champion of service learning. Garrison says her mission is to give her students a sense of achievement, and self-confidence. She works to equip her students with the tools and skills they need to become successful readers and problem-solvers in and outside of the classroom. Swords is a National Board Certified teacher. She says literacy is the center of life and is the gate-keeper for all other learning. She has published several articles and two books on effective strategies for teaching students to read, write and speak standard English. Carasquero challenges every student who enters her classroom. She aspires to be the teacher her students will always remember. Bonser seeks to identify the individual needs of her students. She says her goal as an educator is to understand the unique learning style of each student and implement a learning plan based on their needs.

6: Exploring Informational Texts : Linda Hoyt :

The power of informational texts in developing readers and writers / Brenda Parkes Critical literacy through guided

TEACHERS AND STUDENTS OVERCOME CHALLENGES BRENDA PARKES pdf

experiences with informational texts / Linda Hoyt The why of some features of informational text / Margaret Mooney.

7: Pin by My Kinder Garden on Teacher Resource Books | Pinterest | Reading, Books and Any book

Parkes is an international education consultant, children's author, and early literacy researcher. Brenda has played a leading role in the conceptualization and writing of several literacy programs and is the author of Discovery Links, an award-winning K-5 nonfiction guided reading program published by Newbridge Education.

8: Hattendorf Lesson Plans

Find great deals for Exploring Informational Texts: From Theory to Practice (, Paperback). Shop with confidence on eBay!

9: Download Margaret Parkes PDF EPUB Free - www.enganchecubano.com

Figure Fly Butterfly Fly, by Brenda Parkes (Newbridge Educational) Figure Chasing Tornadoes! by McGuffey and Burley (Rigby) Engage the students in sharing observations of how the passage of time was reflected in each of these books.

TEACHERS AND STUDENTS OVERCOME CHALLENGES BRENDA

PARKES pdf

Interracial Dating and Marriage by Alysse Jordan Age matters in Old English literature Jordi Sanchez-Marti Gram positive cocci list Confidences : listening to the voice within Innovative teaching and learning Classic Cadillac (Auto Focus) A crucible of souls Lydia E. Pinkhams vegetable compound: personalizing the corporate face Ad-Dawla wad-Din: the governments hopes for religious harmony A summary of themes Guia de Ciudadania/Naturalizacion en USA Small change and the moneyed economy H.S. Kim American history first hand second edition vol 1 History : throwing the World Series Attribution and the imagined performer Lord George Gordon, a study in fanaticism. Part I The group supervision alliance model 5 V. 4. Rev. 11-12, numbers 626-771 Ernest Bracebridge, School Days Internet sites and resources. Cytogenetics, FISH and Molecular Testing in Hematologic Malignancies Websters New Explorer large print dictionary Portuguese letters Play the landlords game and win Registering for the wedding The financial mechanism of the United Kingdom The network of fear in your head Lanterns Along The Path:the Allegorical Art Of James N. Muir Introduction to philosophy textbook Baltic periodicals: A. Lettish; B. Lithuanian. The Joyous Gift of Grandparents (Images of Life Celebrations (Images of Life Celebrations) Are the Hindu Scriptures reliable? Collectanea Cliffordiana Rethinking the nature of war The macrocosm and the microcosm : an interview with Eda Zavala Schuberts tragic perspective William Kinderman Christmas every Christmas Strategy and the business portfolio Health care data guide Touring Motorcycles