

# When A Line Bends A Shape Begins

*Literacy Instruction for English Language Learners Pre-K-2* Diane M. Barone 2008

Summarizing current research and weaving it into practical instructional strategies that teachers can immediately use with young English language learners (ELLs), this book addresses a major priority for today's primary-grade classrooms. All aspects of effective instruction for ELLs are explored: oral language development and instruction, materials, word study, vocabulary, comprehension, writing, and home-school connections. Assessment is discussed throughout, and is also covered in a separate chapter. The volume is packed with realistic examples, lesson planning ideas, book lists, online resources, and reproducibles. Discussion and reflection questions enhance its utility as a professional development tool or course text.

## **Moving and Learning Across the Curriculum**

Rae Pica 2007 *Moving and Learning Across the Curriculum: More Than 300 Activities and Games to Make Learning Fun* is now out in its' 2nd edition. Movement is the young child's preferred method of learning. This is because when a child physically experiences concepts, they understand them more completely and retain the information longer. Retention has been proven to increase when children's senses are involved in the learning process, and this book provides hundreds of activities that help to teach major concepts in the content areas of art, language arts, math, music, science, and social studies. The domains of child development are completely intertwined in the early years making it important to incorporate them all throughout the learning process. This book will show the early childhood professional how to educate the "whole child," covering all of the domains of child development which include physical, social/emotional, and cognitive. To truly educate the child, they must be recognized as thinking, feeling, moving human beings with the need to experience with all of their senses. *Moving and Learning Across the Curriculum, 2e*, provides the activities to achieve that level of learning

with features including detailed lesson plans, outdoor alternatives, updated resources, and enhanced "curriculum connectors" with additional suggestions for children's literature and music. An ideal resource for the early childhood professional, this book offers everything needed to use movement as a teaching tool.

## **The Publishers Weekly** 2001

*Learning Numbers and Shapes* School Specialty Publishing 2004-05-17 Use this series of resource books to help children master the basic concepts they are expected to know by the end of kindergarten. The content is research based and in alignment with emerging kindergarten standards. A correlation chart is featured at the beginning of each title that links all the activities to the standards. As an added feature, each book includes 12 sheets of perforated flashcards that reinforce or extend the related activities.

## **Access** 2003-12

**Early Math Activities on the Computer** Jill Norris 1998-11 25 lessons that help students practice mathematic concepts while they learn and use computer tools.

## **A Celebration of Literature and Response**

Marjorie R. Hancock 2004 Reinforced by teachers' experiences in actual classrooms, this book provides a wealth of ideas for projects, readings, and response-based activities that will engage all learners in the joy of reading and responding to literature. It blends an appreciation of children's books across all genres with an emphasis on meaningful instructional strategies for literacy programs. Coverage of multicultural/international literature helps illustrate the universality of themes in children's literature--providing a basis for establishing a library of literature that expresses the totality of children's experiences and speaks to children from all cultures and backgrounds. Coverage is based on Louise Rosenblatt's transactional theory of reader response, and organized around five main "celebrations" that the author uses as a framework for uniting the findings of reader-response theory with quality children's literature

and exemplary reflective, literature-based practice. Includes expanded coverage on multicultural/international literature--including numerous examples of children's literature written and published in other countries. Includes extensive coverage of reader responses to literature--oral and written responses, as well as those made through the visual arts. For teachers of Children's Literature. Introduces future teachers to the full range of children's responses to literature--encourages the use of a variety of strategies to elicit authentic, heartfelt, meaningful responses from pupils. An appendix on children's literature awards. Highlights exemplary children's literature across all genres--focuses students' attention on established standards and offers guidance for choosing literature that meets such standards.

CONTENTS I. CELEBRATING LITERATURE, RESPONSE, AND TEACHING. 1. Literature, Teaching, and Reader Response: Balancing Books and Readers in the Classroom. 2. Reader Response to Literature: From Rosenblatt's Theory to Research to Classroom Practice. II. CELEBRATING LITERATURE AND LITERARY GENRES. 3. The Art of the Picture Book: The Balance of Text and Illustration. 4. Traditional Tales and Modern Fantasy: The Domain of Imagination. 5. Poetry: The Power and Pleasure of Language. 6. Realistic and Historical Fiction: The Boundary of Reality. 7. Nonfiction: The Realm of Biography and Informational Books. 8. Multicultural and International Literature: Appreciating Cultural and Global Diversity. III. CELEBRATING RESPONSE CONNECTIONS TO LITERATURE. 9. Talking About Books: From Oral Response to Literature Circles. 10. Literature Response Journals: Written Reflections during Reading. 11. Literature as a Model for Writing: Apprenticing the Author's Craft. 12. Drama, Art, and Music: Expressive Arts as Response. 13. Response to Nonfiction: Blending Efferent and Aesthetic Response. IV. CELEBRATING INTERTEXTUAL AND INTERDISCIPLINARY CONNECTIONS. 14. Interdisciplinary and Intertextual Connections: Response through Literature Clusters, Theme Explorations, and Twin Texts. V. CELEBRATING RESPONSE GROWTH THROUGH ASSESSMENT. 15. Documenting Response to Literature: Authentic Perspectives. Appendix A:

Children's Book Awards and Recognition. Appendix B: Professional Resources. Appendix C: Children's Literature and Technology. (c) 2004, 448 pp., Paper 0-13-110902-2 10900-6 SE0306: Children's Literature / Methods HE0415: Children's Literature Course Guide Page SUPPLEMENTS Generic Supplements ESOL Strategies for Teaching Content: Facilitating Instruction for English Language Learners (0-13-090845-2) The Portfolio Planner: Making Professional Portfolios Work For You (0-13-081314-1) Positive Behavioral Supports: Five Plans for Teachers (0-13-042187-1) Surviving Your First Year of Teaching: Guidelines for Success (0-13-032573-2) OTHER TITLES OF INTEREST Jacobs/Tunnell, "Children's Literature, Briefly, 3/E, " 2004 (0-13-049924-2) Norton/Norton, "Through the Eyes of a Child: An Introduction to Children's Literature, 6/E, " 2003 (0-13-042207-X) Hillman, "Discovering Children's Literature, 3/E, " 2003 (0-13-042332-7) Darigan/Tunnell/Jacobs, "Children's Literature: Engaging Teachers and Children in Good Books, " 2002 (0-13-081355-9) Jacobs/Tunnell/Darigan, "Children's Literature Database, A Resource for Teachers, Parents and Media Specialists, 2/E, " 2002 (0-13-094618-4) Ertmer, "Education on the Internet: 2002-2003 update, " 2003 (0-13-1126385) Children's Writer's & Illustrator's Market 1999 2001 Children's Writer's and Illustrator's Market Alice Pope 2001 Designed for authors and illustrators wanting to break into the children's book market, this reference can put them in touch with more than 800 editors and art directors. "This book is invaluable" --"Quill & Scroll". Math Memories You Can Count on Jo-Anne Lake 2009 Organized around the five math strands -- number sense and numeration; measurement; geometry and spatial sense; patterning and algebra; and data management and probability. Includes activity ideas rooted in children's literature and encourages links with relevant manipulatives. Included also are book lists, reproducible activities, and assessment strategies. Teaching the Common Core Math Standards with Hands-On Activities, Grades K-2 Erin Muschla 2014-09-17 Start young children off with Common Core math using these innovative

activities Teaching the Common Core Math Standards with Hands-On Activities, Grades K-2 provides teachers with the help they need to begin teaching to the new standards right away. The book outlines the Common Core math standards from kindergarten to second grade, providing one classroom-ready activity for each standard, plus suggestions for variations and extensions for students of different learning styles and abilities. Along with teaching the required mathematical concepts and skills, many of the activities encourage collaboration, technology utilization, written and oral communication, and an appreciation of the significance of mathematics in modern life. As the Common Core is adopted across the nation, teachers are scrambling to find information on CCSS-aligned lesson planning and classroom activities. This comprehensive guide answers that need, providing both the background information and practical, applicable guidance that can bring the Common Core into the classroom today. The activities include: Abstract and critical thinking using mathematical reasoning Problem-solving strategies and calculation proficiency Math fluency, and an understanding of mathematical concepts and skills Applying mathematical understanding to real life problems Early confidence and success in math is critical to a student's future performance. Math anxiety and a shaky foundation can hinder a student's potential far into the future, giving elementary math teachers a huge role in shaping their students' academic lives. The Common Core has set the bar, and Teaching the Common Core Math Standards with Hands-On Activities, Grades K-2 brings the standards to life.

**Using Poetry Across the Curriculum** Barbara Chatton 2010-01-13 This comprehensive listing and discussion of poetic works supports the standards of all areas of the curriculum, helping librarians and teachers working with kindergarten through middle school students. This second edition of Using Poetry Across the Curriculum: Learning to Love Language offers a comprehensive list of poetry anthologies, poetic picture books, and poetic prose works in a wide variety of subject areas. While it maintains the original edition's focus on ideas and resource lists for integration of poetry into all areas of the

curriculum, it is thoroughly revised to cover current issues in education and the wealth of new poetry books available. The book is organized by subject areas commonly taught in elementary and middle schools, and, within these, by the national standards in each area. Numerous examples of poetry and poetic prose that can be used to help students understand and appreciate aspects of the standard are listed. A sampling of units that arise from groups of works, writing and performance ideas, and links across the curriculum is also included. While many teaching ideas and topics provide references to the standards they meet, this title is unique in starting with those standards and making links across them.

**When a Line Bends . . . A Shape Begins**

Rhonda Gowler Greene 2001-09-24 A line is thin. A line is narrow—curved like a worm, straight as an arrow. Squares, circles, triangles, and many more shapes abound in this lively book. With jaunty, rhyming text, young readers are invited to find different shapes on each busy, vibrant page. Once you start looking, you won't be able to stop! The perfect book for little ones beginning to distinguish shapes.

**When a Line Bends...a Shape Begins** Rhonda Gowler Greene 2001 Rhymed text describes how shapes are made from simple lines. Some of the verses appear on the page in the shape they describe.

**Children's Books in Print** R R Bowker Publishing 1999-12

**Starting With--** Kit Grauer 2005 "An introduction to the art of art teaching in Canadian schools"--Page vi.

**Math Experiences for Young Learners, Grades PK - K** Whiting Woodfield 2010-06-11 Make math matter to students in grades PK-K using Math Experiences for Young Learners! This 64-page book provides activities and meaningful learning opportunities for students and useful information for educators. It includes standards and skills, information on how to create a math environment, math file-folder games, suggested read-aloud titles, cross-curricular activities, home-school connections, and math explorations. The book supports NAEYC and NCTM standards.

*Children's Writer's and Illustrator's Market 1999* Alice Pope 1999-01-15 An annually published

directory containing over 800 listings of publishers for authors and illustrators of children's books.

Math and Literature Marilyn Burns 2004 "This resource provides classroom-tested ideas and methods for linking math and literature skills in the primary grades. Incorporating popular literature into math instruction offers an opportunity for students to experience mathematics separately from the traditional routine of workbook and textbook exercises. Ten classroom lessons, student samples, and bibliography are included."--pub. desc.

*Teaching Mathematics in Elementary and Middle School* Joseph G. R. Martinez 2007 With an emphasis on inquiry and process, "Teaching Mathematics in Elementary and Middle School" embraces active mathematics instruction and the development of mathematical thinking through problem solving. The text challenges future teachers to prepare their K-8 students for a world that requires a higher level of mathematical literacy and enables them to compete in a global society. Teachers will develop their own mathematical abilities, allowing them to help students discover a rich combination of thinking processes and problem-solving strategies, raising the learning expectations for all. Unique text features "TIE-Thought, Investigation and Exploration" features ask pre-service teachers to develop their own thinking and learning abilities, preparing them to better challenge their students. "Mathematics in the Real World," "Idea Files," and "Teacher Profiles" model best practices and supply readers with concrete teaching tools and strategies. "Mathematical Thinking," "Mathematical Games" and "Mathematics and Technology" features detail activities to engage and develop students' mathematical thinking. Accompanying student artifacts illustrate the progression of students' conceptual understanding. [CD logo replaces bullet] "Math Activities CD-ROM" provides an outstanding text component containing more than 100 activities that use a three-step process-explore, invent, discover-to foster the development of mathematical thinking through guided inquiry. Aligned with the NCTM standards, each activity is integrated within the text and designed to help develop students' conceptual understanding

of mathematics. "Mathematics in Literature" offers thoroughly developed ideas for using children's literature to create meaningful contexts for mathematics learning. An extensive bibliography that can be used for this purpose appears on the CD-Rom. "I think the text is an excellent resource for elementary and middle school methods courses. In particular, I like how the textbook handles the 'bigger issues' such as geometric reasoning rather than just 'geometry.'" I also like the excellent foundation in educational research that the textbook provides, as well as some very careful attention and consistent referencing to the NCTM standards and principles. The incorporation of classroom vignettes, teacher illustrations, and samples of student work also all add to the excellent grounding of the text in real world classroom work." Dr. Neal Grandgenett, University of Nebraska at Omaha

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