
For the Good of the Earth and Sun, Georgia Heard – a book about teaching poetry at all levels.

Inspiration Software – Word webbing software. Very easy to use and very powerful in use. Using words and/or icons this is wonderful software for K-12 and beyond. Inspiration Software, 800.877.4292, www.inspiration.com


Literature Based Reading Activities, Hallie & Ruth Yopp
Excellent ideas and resources, Allyn and Bacon.

Myself, Marlene & Robert McCracken – Superb primary ideas and techniques that are easy to follow on the theme of oneself. Peguis Publishers, 800.667.9673, www.pequis.com

National Urban Alliance, www.nuatc.org


Teaching With the Brain in Mind, Eric Jensen – practical, easy-to-understand research on learning and the brain. ASCD, www.ascd.org

Thinking Maps, David Hyerle – Lots of easy great examples of word webbing with many suggestions and excellent models. Innovative Sciences, 975 Walnut Street, Suite 342, Cary, NC 27511, 800.243.9169

When You’ve Made It Your Own, Gregory A. Denman – teaching poetry to young people with a forward by Bill Martin, Jr.
Books to Share

African Migrations, Hakim Adi, Thompson Learning
Adventures of Spider, Joyce Cooper Arkhurst, Scholastic
Amelia’s Notebook, Marissa Moss, Tricycle Press

Black Scientists and Inventors, Civil Rights Leaders, etc. Empak
Black History, Chicago

Children of Promise, Charles Sullivan, Abrahms
Dancing Teepees, Virginia Driving Hawk Sneve, Scholastic
Fantastic Mr. Fox, Roald Dahl, Puffin
Fortunately, Remy Charlip, Aladdin Paperbacks

The Great Migration, Jacob Lawrence, Museum of Modern Art

Honey, I Love, Eloise Greenfield, Harper Trophy
Li’L Sis and Uncle Willie, Gwen Everett, Rizzoli

Make a Joyful Sound – Poems for Children by African American Poets, Edited by Deborah Slier, Checkerboard.

Talking to the Sun, Kenneth Koch & Kate Farrell, Metropolitan Museum of Art
The Dream Keeper, Langston Hughes, Scholastic
The New Kid on the Block, Jack Prelutsky, Scholastic
The People Could Fly, Virginia Hamilton, Scholastic

Under the Sunday Tree, Eloise Greenfield & Amos Ferguson, Harper & Row
The panoramic talking book is a student made book that is built upon the walls of the classroom. Using student artistic creations based on a currently studied theme, students create ‘bubbles’ to share what the characters on the wall are saying. The purpose of the book is to provide a successful reading experience with the student’s own words in their environment. The process is excellent for building understanding of quotation marks, punctuation and language patterns. The process of creating the book includes:

**Oral Language** – discussion is generated about the topic that will stimulate the talking book. Examples include:
- Call and response of greetings between students.
- Predictable language patterns that link to a studied theme.
- Question and answer patterns about the students or a theme.

**Building the Written Language** – students regularly learn to manipulate and play with language. Examples include:
- Word banks on the subject are built by the students.
- Students are modeled and participate with working the language in pocket charts.
- Students build writing capacity with topic daily. Extensions include adjectives, prepositional phrases, etc.
- Other modeling extensions include on an overhead, chalkboard, and group books.
- Working the language in group settings.

**The Picture** – students create art work to represent the characters. Examples include:
- Drawing each other’s face. They are modeled to observe and draw three distinguishing characteristics.
- Characters – draw, paint or collage the characters.
- Bubbles – just like comics, students will paste or write their words in bubbles.
- The Words – the students will regularly chant their story to build confidence.

**Extensions**
The panoramic talking book can be scaled down to publish in an 8 1/2 x 11 regular book version. Copies can be made for the students, classroom library, school library, and public library. The students can share their books in the library.
Thinking Out Loud
On paper in a book – a.k.a. a Journal

A journal is a personal experience that one does because s/he has things to express. For a journal to be an effective learning tool, we – both the students and teachers – must perceive a need and desire to reflect, create and think about our own experiences. An effective journal reflects the writer’s active involvement and participation in her/his own life.

Each person should have an opportunity to share his/her journal every week. To honor and model the student’s work, the shared page(s) of each student’s work is best photocopied and posted in the classroom. To link the ownership of the journal pages, students should be involved with choosing where to post their shared journal entries and the actual hanging of the pages.

It is very important for the teacher to model writing in their own journal including sharing and posting their photocopied pages on the journal wall that is selected and created by the students.

Types of entries in the journal should include a variety of methods including words, illustrations, drawings, and photos. The teacher and student examples on the walls will provide a variety of modeling to the class to extend their exploration of their own experiences.

Examples of journals include:
**Reflective** – this is a record of memorable experiences and the writer’s thoughts and feelings about them. Each journal entry can consist of two pages or columns. The left side is for reporting (what you did, saw, heard, read, etc.) and the right side is for responding (reactions to what you felt about what you did, saw, heard, read, etc. and/or what concerns, insights, desires you have). Entries can be made with words and/or images.

**Observation** – words and pictures of things that are part of your life. Examples can be within the school setting, home, places you go in your neighborhood, etc. Students should be encouraged to equally use the journals at school and outside of school so they begin to use it as an important part of their life with purposeful connections.

**Children Solve Problems** – students are posed a question that requires higher order thinking skills to solve. It is very important to share their ideas upon completion to allow the students to build upon each other’s ideas. Example questions include:
- How do you stop a dog and cat from fighting? This can be extended to conflict resolution with people.
- How would you design and equip a spaceship? This opens the opportunity for observation and needs skills.
- How would you design a perfect room?
- How would you equip a person to fly?
- How would you help a lost dog?
Thinking Out Loud continued

On paper in a book – a.k.a. a Journal

In Class Individual Warm-up
Everyday there is a question orally presented or posted on a board to respond to in words and/or pictures. The question can also be ‘posted’ on a computer sound file, cassette tape or video.

Whole Class Warm-up
Audio Tape Response – students listen to a posed question on a cassette tape, then on another tape respond to the question. At the end of the day, the responses are shared.

Calendar Entry – each day on a calendar a different student (or two) talk about their day at school.

Class Journal – students regularly enter in a class journal to a posed question or image.

Living Talking Book Journal – students create drawings of a partner, then each develops a call and response or statement. Examples include:
- What are you good at? I am good at ________.
- What do you like to do after school? I like to ________.
- What is your favorite thing in school? I am good at ________.
Overview
- Sensing and building upon the patterns of language
- Connecting a child’s knowledge with reading and writing
- Developing purposeful writing to develop the sense of need to communicate

The Day
1. Setting the Stage
   - Journal entries
   - Group book
   - Sharing, honoring, and building upon the experience
2. Patterns in Language with poetry
   - Circle and Frame Thinking Map (graphical organizer) to bring prior knowledge into focus (groups)
   - Buy-in through personal experiences
   - Ownership through posting on walls
   - The writing book – creating to own
   - Paraphrasing to build vocabulary
   - Thinking Maps to build understanding of the language
   - Regular writing in the classroom
   - Using the computer – for graphical organizers and writing to edit & publish
   - Journal entry
3. Sequencing the Story
   - Setting the mindset with a graphical organizer – links prior knowledge
   - Introducing the beginning of the story out of sequence to develop interest and vocabulary
   - Reading the story
   - Sequencing the story
   - Sequencing the story as a group
   - Writing
   - Quick retell around the classroom
   - Questions of the story leading to shared inquiry
   - Journal entry (character analysis)
4. Thinking Out Loud – a.k.a. a Journal
   - Variety is the spice of life
   - Hands-on thinking
   - Sharing ideas

Nuts and Bolts
Publishing
Regular Reading at home and school
Thinking Maps
The Fifteen Minute Newsletter
Modeling
Chapter Books – summaries and publishing
Dreams
Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Langston Hughes
The Dream Keeper

Bring me all of your dreams,  
You dreamers,  
Bring me all of your  
Heart melodies  
That I may wrap them  
In a blue cloud-cloth  
Away from the too-rough fingers  
Of the world.

Langston Hughes
That I may wrap them
In a blue cloud-cloth

You dreamers,

Away from the too-rough fingers
Of the world.

Bring me all of your
Heart melodies

Bring me all of your dreams,
“I want the heart of a monkey to eat.”

“I do not travel on land, and the monkey does not go into water.”

A monkey lived in a great tree on a river bank.

In the river there were many crocodiles.

“Put your wits to work, and you’ll find a way,” said the mother.

“How am I to catch a monkey?” asked the little crocodile.

A crocodile watched the monkeys for a long time and one day she said to her son: “My son, get one of those monkeys for me.”
Community Builders

Whole Class
Zoom
Model Me
Mirroring
Drama Presentations with video

Small Groups (three or four)
Group Book
Small Group Share
Shared Tools
Large Sheet Graphic Organizers

In Pairs
Brainstorming Ideas
Editing Writing
Technology Tools
Think, Pair, Share