



Robert Seth Price • National Urban Alliance  
Indianapolis Public Schools

3-5 Boundary Sessions

November 1998

**Drawing With Children & Drawing for Older Children & Teens**, Mona Brookes – Excellent book on implementing art in the classroom. Great for directions while guiding students and teachers to incredible art in the classroom. St. Martin's Press. [www.monart.com](http://www.monart.com)

**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](http://www.inspiration.com)

**Junior Great Books, Great Books Society** – Shared inquiry for K-12 and onto adults. Great for questioning skills – whether using their books or others the workshops are fabulous for strategies. 800.222.5870, [www.greatbooks.com/junior/junior.html](http://www.greatbooks.com/junior/junior.html)

**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.peguis.com](http://www.peguis.com)

**National Urban Alliance**, [www.nuatc.org](http://www.nuatc.org)

**No Contest**, Alfie Kohn – An amazing book on the case against competition. A must read for education. Houghton Mifflin.

**Read On: A Conference Approach to Reading**, David Hornsby & Deborah Sukarna, Heinemann.

**Teaching With the Brain in Mind**, Eric Jensen – practical, easy-to-understand research on learning and the brain. ASCD, [www.ascd.org](http://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



Robert Seth Price • National Urban Alliance  
Indianapolis Public Schools

3-5 Boundary Sessions  
November 1998

# Panoramic Talking Book

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.”**



Robert Seth Price • National Urban Alliance  
Indianapolis Public Schools  
3-5 Boundary Sessions

November 1998

# 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

