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

**I Can Draw**, Kate Hart – ideas to draw upon and draw from.

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

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


**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

Abiyoyo, Pete Seeger, Scholastic
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

Bringing the Rain to Kapiti Plain, Vera Aardema, Scholastic
Brown Bear, Brown Bear, Bill Martin, Jr., Henry Holt
Fortunately, Remy Charlip, Aladdin Paperbacks
The Great Migration, Jacob Lawrence, Museum of Modern Art

Honey, I Love, Eloise Greenfield
A House is a House for Me, Mary Ann Hoberman, Scholastic

I Like Bugs, Margaret Wise Brown

It Looked Like Spilt Milk, Charles G. Shaw, Scholastic
It’s Thanksgiving, Jack Prelutsky, Scholastic

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.

Something From Nothing, Phoebe Gilman, Scholastic

Two Bad Ants, Chris Van Allsburg, Houghton Mifflin

Who Came Down That Road, Ella Lyon, Orchard Books

Yo! Yes!, Chris Raschka, Orchard
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. Reading/Writing Environment
   • Panoramic talking book
   • Publishing regularly
   • The visual connection
2. Predictable Language Building Upon Student Experiences
   • Chanting and presenting
   • Buy-in through personal experiences
   • Connecting with themes
   • Creating to own
   • Using language to develop our own ideas
3. Sequencing the Story
   • Story map
   • Visually retelling
   • Storytelling
4. Thinking Out Loud – a.k.a. a Journal
   • Variety is the spice of life
   • Hands-on thinking
   • Sharing ideas

Nuts and Bolts

Publishing
Writing Books
Regular Reading at home and school
Thinking Maps
Modeling
Collaborative thoughts
Art in the Classroom

Books and Artists
Linnea in Monet's Garden, Christina Bjork
Meet Edgar Degas, Anne Newlands
First Impressions - Introductions to Art, series including:
Mary Cassatt, Susan E. Meyer
Marc Chagall, Howard Greenfeld
Leonardo da Vinci, Richard McLanathan
Monet, Da Vinci, Picasso, Rembrandt, Van Gogh, children's books on artists by Mike Venezia
History of Women Artists for Children, Vivian Sheldon Epstein
Dorothea Lange, Milton Meltzer
Inspirations - Stories About Women Artists (O'Keeffe, Kahlo, Neel, Ringgold), Leslie Sills
Great Painters, Piero Ventura

Poetic Connection
Excellent that combine art with superb selections of poetry.
Imaginary Gardens, Charles Sullivan, editor
Talking to the Sun, Kenneth Koch & Kate Farrell, editors
The Block - Langston Hughes and Romare Bearden

Books About Art
The Art Lesson, Tomie DePaola
Visiting the Art Museum, Krasny & Marc Brown
The Girl With a Watering Can, Ewa Zadrzynska
Picture This, Felicity Woolf
A History of Art, Marshall B. Davidson
Story of Painting, Anthea Peppin

Other Lands and People
The Way to Start a Day, Byrd Baylor & Peter Parnall
Ashanti to Zulu, Margaret Musgrove
Why Mosquitoes Buzz in People's Ears, Verna Aardema
Art in the Classroom continued

Aesthetic Perception
Line, texture, shape, color...learning the elements of art and the medium of expression...
Line - Make Way for Ducklings, Robert McCloskey
Shape - Goodnight Moon, Margaret Wise Brown
Color - Mr. Rabbit & the Lovely Present, Charlotte Zolotow
Perspective - Jumanji, Chris Van Allsburg
Watercolor - Peter Rabbit, Beatrix Potter
Acrylic - Miss Rumphius, Barbara Cooney
Oil - Moonflute, A & D Wood
Printmaking - Drummer Hoff, Ed Emberley
Photography - Look! Look! Look!, Tana Hoban
Graphic/Pop - In the Night Kitchen, Maurice Sendak
Collage - The Very Grouchy Ladybug, Eric Carle

Books for the Teacher
Drawing With Children, Mona Brooks
The Natural Way to Draw, Nicolaides
Drawing on the Right Side of the Brain, Betty Edwards
Guiding Young Artists, Gaelene Rowe
Arts & Activities, monthly magazine

The American Saga
Arrow to the Sun, Gerald McDermott
Ox Cart Man, Donald Hall/Barbara Cooney
Watch the Stars Come Out, Riki Levinson
The Little House, Virginia Lee Burton
The Girl Who Loved Wild Horses, Paul Goble
Little Magic Painter, Muriel H. Fellows - long out of print, but with a little looking and luck at a used book store, might just find this beautiful book on cave people and their drawings.

Books as Aesthetic Objects
Round Trip, Ann Jonas
Shadow, Marcia Brown

Art Prints
Shorewood Art Reproductions (large prints) 203.426.8100
University Prints (small - 5 1/2 x 8" - extensive selection)
Museums & Calendars

Art Supplies
Dick Blick, P.O. Box 521, Henderson, Nevada 89015, (800) 447-8192, www.dickblick.com

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Community Builders

**Whole Class**
- Zoom
- Model Me
- Mirroring
- Drama Presentations (e.g. Where the Wild Things Are)

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

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