



Naaz Hosseini • Robert Price
National Urban Alliance
Indian River School District

December 1998

Drawing With Children & Drawing for Older Children and Teens, Mona Brookes – Excellent books 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

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

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

Mr. Wilson's Cabinet of Wonder, Lawrence Weschler – The oddity of almost everything comes alive in this fascinating book on the Museum of Jurassic Technology in Los Angeles.

National Urban Alliance, 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

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

Truisms, Jenny Holzer – Wonderful word and installation artist. Go to <http://www.adaweb.com/home.shtml> and select 'Please Change Beliefs' under index.



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.

Youth 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? Conflict resolution is an extension.
- How would you design and equip a spaceship? Links with observation and needs skills.
- How would you design a perfect room?
- How would you equip a person to fly?
- The school has decided to change the food in the cafeteria – who would we survey, what would we survey, and who would we present our findings to. This would be followed by actually going through the process.

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 an event for the day (current or historical) &/or 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 is your opinion about? My opinion is _____.
- What do think about _____? I think _____.
- What is your favorite thing at school? I enjoy _____.

Sharing Journals

It is important for students (and adults!) to have the opportunity to share their journal entries. There are many ways to facilitate sharing including:

- Student to Student – the teacher models with a student how to share with another person. This allows everyone an opportunity to share quickly. Who one shares with can change or be consistent depending on the needs.
- Student Groups – students share in small groups of four. The teacher can model effective sharing in a group that includes sharing compliments, insights, and observations.
- Student to Class – there might be times over the year to afford each student an opportunity to share an entry.
- Student to Teacher – teacher meets regularly (once a week or once every two weeks – regularity is important). The student selects their favorite journal entry(s) to share. After sharing the entry, the student is asked if they would photocopy their entry to post on the wall in the classroom. This serves as a model for the class (ideas, concepts and structure).

Group Book/Journals

Each group of approximately three to five students would have a group book. This book could be kept in class and used by different groups as they are in the classroom. The book would have a topic which would require collaborative entries. They purpose is to work together to share ideas and develop a collaborative resource.



Naaz Hosseini • Robert Price
National Urban Alliance
Indian River School District

December 1998

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

