

# Children Learning Through Literature

McConaghy, June

Note: This is not the actual book cover

# Children Learning Through Literature A Teacher Researcher Study

**Cynthia Ballenger**



## **Children Learning Through Literature A Teacher Researcher Study:**

**Children Learning Through Literature** June McConaghy,1990      **The Use of Children's Literature in Teaching** Alyson Simpson,2016-03-22

The Use of Children's Literature in Teaching reveals the impact of politics professional guidelines and restrictive measurements of literacy on the emerging identities of young teachers It places renewed emphasis on the importance of creative teaching with children's literature for the empowerment of teacher agency to enhance the learning of their students Framing the debate alongside the issue of teacher autonomy Simpson describes results from a two year study which brings together information from interviews surveys document analysis and digital stories from Australia Canada the UK and the US to assess the role of children's literature in pre service teacher education Through cross cultural comparison this research captures the different levels of connection between politics education systems higher education and pre service teachers It exposes how politics narrow views of professionalism and program structures in teacher education may adversely affect the development of pre service teachers This book presents a strong case that reading and responding critically to literary texts leads to better educational outcomes than basic decoding and low level comprehension training As such this book will be of great interest to researchers and scholars working in the areas of teacher education and literacy and primary education It should also be essential reading for teacher educators and policymakers

*Early Childhood Teacher Research* Kathryn Castle,2012-05-22

What is early childhood teacher research and why is it important How does a teacher researcher formulate a research question and a plan for doing research How do teachers apply research results to effect change Early Childhood Teacher Research is an exciting new resource that will address the sorts of questions and concerns that pre and in service teachers of young children frequently have when engaging in teacher research Accessible and interactive this book touches upon the important issues every early childhood teacher should know the uniqueness of early childhood teacher research reasons for doing it and how to do it In this comprehensive guide Kathryn Castle explores each stage of teacher research from conceptualization generating research questions identifying data sources gathering and analyzing data interpreting results sharing results to taking action based on results Special features included in each chapter Teacher Researcher Journal prompts for the reader to record ideas for research questions and to develop a plan for doing research From the Field provides rich examples of real life early childhood teacher researchers and their perspectives on doing teacher research Reflections ask readers to pause and think deeply about relating content to their own situations Exploration of additional content websites resources and activities are located in each chapter to help the reader go further in constructing their knowledge of teacher research

**A Literate Community** Carole Cook Freeman,1995

A fourth grade classroom and school library are the setting for this book that presents an in depth and qualitative study of teaching and learning of reading and writing The study's exploration is designed to identify and explain connections among the school and classroom as literate communities teachers classroom practices children's learning and the type of literacy that is jointly

constructed In contrast to the traditional focus on reading lessons methods materials and standardized test scores this study explores teaching by closely examining teacher child interactions with texts across the school day Contents Introduction Early Indications of a Literate Community Frameworks for Understanding a Literate Community Culture and Teacher Thinking in a Literate Community Opportunities to Become Literate A Framework for Looking at Literacy Work Common Threads and Unique Patterns *Teaching from Understanding* Julia Litwintschik Ellis,1998 This volume traces the modern critical and performance history of this play one of Shakespeare s most loved and most performed comedies The essay focus on such modern concerns as feminism deconstruction textual theory and queer theory **Regarding Children's Words** Cynthia Ballenger,2004 Written by members of one of the best known and longest standing teacher study groups this compelling collection of essays explores the intersection of though language and culture as revealed in classroom discourse Focusing on classroom issues this insightful volume shows teachers how to make reflection play a key role in their teaching and planning and how to translate research into improved teaching and learning in the classroom Creativity and Innovations in ELT Materials Development Dat Bao,2018-03-13 This book brings together renowned scholars and new voices to challenge current practices in ELT materials design in order to work towards optimal learning conditions It proposes ideas and principles to improve second language task design through novel resources such as drama poetry literature and online resources and it maps out a number of unusual connections between theory and practice in the field of ELT materials development The first section of the book discusses how innovative task writing ideas can stretch materials beyond the current quality to make them more original and inspiring the second part examines how different arts and technologies can drive innovation in coursebooks the third section describes how teachers and learners can participate in materials writing and negotiate ways to personalize learning **Handbook of Reading Disability Research** Anne McGill-Franzen,Richard Allington,2010-09-17 Bringing together a wide range of research on reading disabilities this comprehensive Handbook extends current discussion and thinking beyond a narrowly defined psychometric perspective Emphasizing that learning to read proficiently is a long term developmental process involving many interventions of various kinds all keyed to individual developmental needs it addresses traditional questions What is the nature or causes of reading disabilities How are reading disabilities assessed How should reading disabilities be remediated To what extent is remediation possible but from multiple or alternative perspectives Taking incursions into the broader research literature represented by linguistic and anthropological paradigms as well as psychological and educational research the volume is on the front line in exploring the relation of reading disability to learning and language to poverty and prejudice and to instruction and schooling The editors and authors are distinguished scholars with extensive research experience and publication records and numerous honors and awards from professional organizations representing the range of disciplines in the field of reading disabilities Throughout their contributions are contextualized within the framework of educators struggling to develop concrete instructional

practices that meet the learning needs of the lowest achieving readers      *Early Childhood Teacher Research* Kathryn Castle, 2012-05-22 What is early childhood teacher research and why is it important How does a teacher researcher formulate a research question and a plan for doing research How do teachers apply research results to effect change *Early Childhood Teacher Research* is an exciting new resource that will address the sorts of questions and concerns that pre and in service teachers of young children frequently have when engaging in teacher research Accessible and interactive this book touches upon the important issues every early childhood teacher should know the uniqueness of early childhood teacher research reasons for doing it and how to do it In this comprehensive guide Kathryn Castle explores each stage of teacher research from conceptualization generating research questions identifying data sources gathering and analyzing data interpreting results sharing results to taking action based on results Special features included in each chapter Teacher Researcher Journal prompts for the reader to record ideas for research questions and to develop a plan for doing research From the Field provides rich examples of real life early childhood teacher researchers and their perspectives on doing teacher research Reflections ask readers to pause and think deeply about relating content to their own situations Exploration of additional content websites resources and activities are located in each chapter to help the reader go further in constructing their knowledge of teacher research      **Learning from Young Children in the Classroom** Daniel Meier, Barbara Henderson, 2007-04-28 Learning from Young Children in the Classroom The Art and Science of Teacher Research      **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant** ,      *Inside/Outside* Marilyn Cochran-Smith, Susan L. Lytle, 1993 The central concern of *Inside Outside* is the assumption that pedagogical knowledge is generated outside in that is from the university to be applied at schools The first half provides a thoughtful conceptual framework for reading and understanding teacher research exploring its history potential and relationship to university based research In the second half the voices of teacher researchers contrast engage and combine as contributors explore the meaning and significance of their approaches and findings These authors enter into the national conversation about school reform teacher professionalism multicultural curriculum and pedagogy and language and literacy education      *The School Executive* , 1923      *The United States Catalog; Books in Print January 1, 1912* Marion Effie Potter, 1921      **Research bulletin** , 1925      *Educational Research Bulletin* , 1929 Includes the sections Educational readings and Books to read      *The Booklist Books* , 1926 Contains general literature fiction children s books technical books      **Chicago Schools Journal** , 1926      **School Life** , 1929      **Los Angeles Educational Research Bulletin** Board of Education of the City of Los Angeles, 1922

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