

The Jacket Andrew Clements Questions

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phil is on a mission his absentminded little brother forgot his lunch money all kinds of thoughts are running through phil s mind as he searches for jimmy in the throngs of fourth and fifth graders crowding the school hallway if i m late for math today then i might not be allowed to take the test and then i could flunk math i might even flunk sixth grade and get left back then phil spots jimmy s one of a kind jacket and rushes to the corner of the hallway except the person wearing it isn t his brother it s some black kid phil s never seen before wearing jimmy s jacket phil makes an accusation tempers flare and both kids wind up in the principal s office how will phil react when he finds out how daniel came to be the owner of this unique jacket will daniel be able to forgive phil for an accusation that was based on racial prejudice what will each boy learn about the other and most important about himself

this third book in the four book children s book corner set provides a complete program for those starting a read aloud program in their classroom their school or public library or their home this volume focuses on read alouds for children in grades 3 and 4 it provides book lists book selection ideas as well as pre reading while reading and post reading questions and activities parent pull out pages with helpful tips are provided for duplication helpful appendices and an index furnish additional aides to structure a great read aloud program new in this book is a section up close and personal of personal notes from children s authors discussing their books featured in the read aloud section also new to the section is write away providing writing tips and activities this third book in the four book children s book corner set provides a complete program for those starting a read aloud program at home in their classroom or school or their public library this volume focuses on read alouds for children in grades 3 and 4 it provides book lists book selection ideas as well as pre reading while reading and post reading questions and activities parent pull out pages with helpful tips are provided for duplication helpful appendices and an index furnish additional aides to structure a great read aloud program new in this book is a section up close and personal of personal notes from children s authors discussing their books featured in the read aloud section also new to the section is write away providing writing tips and activities grades 3 and 4

based on extensive research on the features that make children s books appealing and appropriate this valuable teacher resource offers guidance on selecting books strategies for specific grade levels suggestions for extension and tips for assessment this teacher friendly book is organized around the major genres traditional literature picture books nonfiction poetry and multicultural texts that will inspire young readers throughout the book teachers will find suggestions for using literature to implement shared reading reading aloud and response strategies with emergent developing and independent readers this comprehensive book is rooted in the belief that educators must consider and offer a wide range of choice to ensure that students read good books it argues that the choices children make about what they read should be governed by their interests and desire to learn not by a grade or reading level

frank and joe are in london and learn that a new voice transmitter that can be implanted in a tooth has been stolen

the eighth edition continues to be an invaluable resource for creative strategies and proven techniques to teach social studies pamela farris s popular reasonably priced book aids classroom teachers in inspiring students to be engaged learners and to build on their prior knowledge the book is comprehensive and easy to understand providing instruction sensitive to the needs of all elementary and middle school learners creative concepts for teaching diverse learners strategies for incorporating the c3 framework to enrich k 8 curriculum integration of inquiry skills with literacy and language arts skills multifaceted meaningful activities emphasize problem solving decision making and critical thinking myriad ideas for incorporating primary sources as well as technology annotated lists of children s literature at the end of each chapter multicultural focus

throughout the broad coverage of history geography civics and economics nc ss standards linked lesson plans c3 framework plans and interdisciplinary thematic units social studies explores the variety and complexity of human experience the book emphasizes the value of social studies in preparing students to become valuable community members and to participate respectfully in a diverse society

a haunted maze has twice the dead ends frank and joe are thrilled to be taking part in the grand opening celebration of a new maze in cape breton nova scotia by solving puzzles their specialty they could win a valuable prize but once they arrive the teens soon have a new puzzle to solve the owner and designer of the maze cheleigh alan horton suddenly disappears as the boys make their way through a labyrinth of suspects they face a new twist can frank and joe unravel a decade old riddle to save the renowned mazemaster

the authors describe how k 8 teachers can utilize the power of children s literature to guide inform and inspire students they provide strategies for how to integrate literature throughout the school day to build community promote inquiry and create readers and writers recommended books grouped by specific classroom goals are included

accompanying cd rom contains 82 reproducible pdfs

reinforced by teachers experiences in actual classrooms this book provides a wealth of ideas for projects readings and response based activities that will engage all learners in the joy of reading and responding to literature it blends an appreciation of children s books across all genres with an emphasis on meaningful instructional strategies for literacy programs coverage of multicultural international literature helps illustrate the universality of themes in children s literature providing a basis for establishing a library of literature that expresses the totality of children s experiences and speaks to children from all cultures and backgrounds coverage is based on louise rosenblatt s transactional theory of reader response and organized around five main celebrations that the author uses as a framework for uniting the findings of reader response theory with quality children s literature and exemplary reflective literature based practice includes expanded coverage on multicultural international literature including numerous examples of children s literature written and published in other countries includes extensive coverage of reader responses to literature oral and written responses as well as those made through the visual arts for teachers of children s literature introduces future teachers to the full range of children s responses to literature encourages the use of a variety of strategies to elicit authentic heartfelt meaningful responses from pupils an appendix on children s literature awards highlights exemplary children s literature across all genres focuses students attention on established standards and offers guidance for choosing literature that meets such standards contents i celebrating literature response and teaching 1 literature teaching and reader response balancing books and readers in the classroom 2 reader response to literature from rosenblatt s theory to

research to classroom practice ii celebrating literature and literary genres 3 the art of the picture book the balance of text and illustration 4 traditional tales and modern fantasy the domain of imagination 5 poetry the power and pleasure of language 6 realistic and historical fiction the boundary of reality 7 nonfiction the realm of biography and informational books 8 multicultural and international literature appreciating cultural and global diversity iii celebrating response connections to literature 9 talking about books from oral response to literature circles 10 literature response journals written reflections during reading 11 literature as a model for writing apprenticing the author s craft 12 drama art and music expressive arts as response 13 response to nonfiction blending efferent and aesthetic response iv celebrating intertextual and interdisciplinary connections 14 interdisciplinary and intertextual connections response through literature clusters theme explorations and twin texts v celebrating response growth through assessment 15 documenting response to literature authentic perspectives appendix a children s book awards and recognition appendix b professional resources appendix c children s literature and technology c 2004 448 pp paper 0 13 110902 2 1090o 6 se0306 children s literature methods he0415 children s literature course guide page supplements generic supplements esol strategies for teaching content facilitating instruction for english language learners 0 13 090845 2 the portfolio planner making professional portfolios work for you 0 13 081314 1 positive behavioral supports five plans for teachers 0 13 042187 1 surviving your first year of teaching guidelines for success 0 13 032573 2 other titles of interest jacobs tunnell children s literature briefly 3 e 2004 0 13 049924 2 norton norton through the eyes of a child an introduction to children s literature 6 e 2003 0 13 042207 x hillman discovering children s literature 3 e 2003 0 13 042332 7 darigan tunnell jacobs children s literature engaging teachers and children in good books 2002 0 13 081355 9 jacobs tunnell darigan children s literature database a resource for teachers parents and media specialists 2 e 2002 0 13 094618 4 ertmer education on the internet 2002 2003 update 2003 0 13 1126385

help students learn and apply key reading strategies while exploring different themes commonly taught in middle school such as forging one s identity friendship making choices and the pioneering spirit p 4 of cover

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