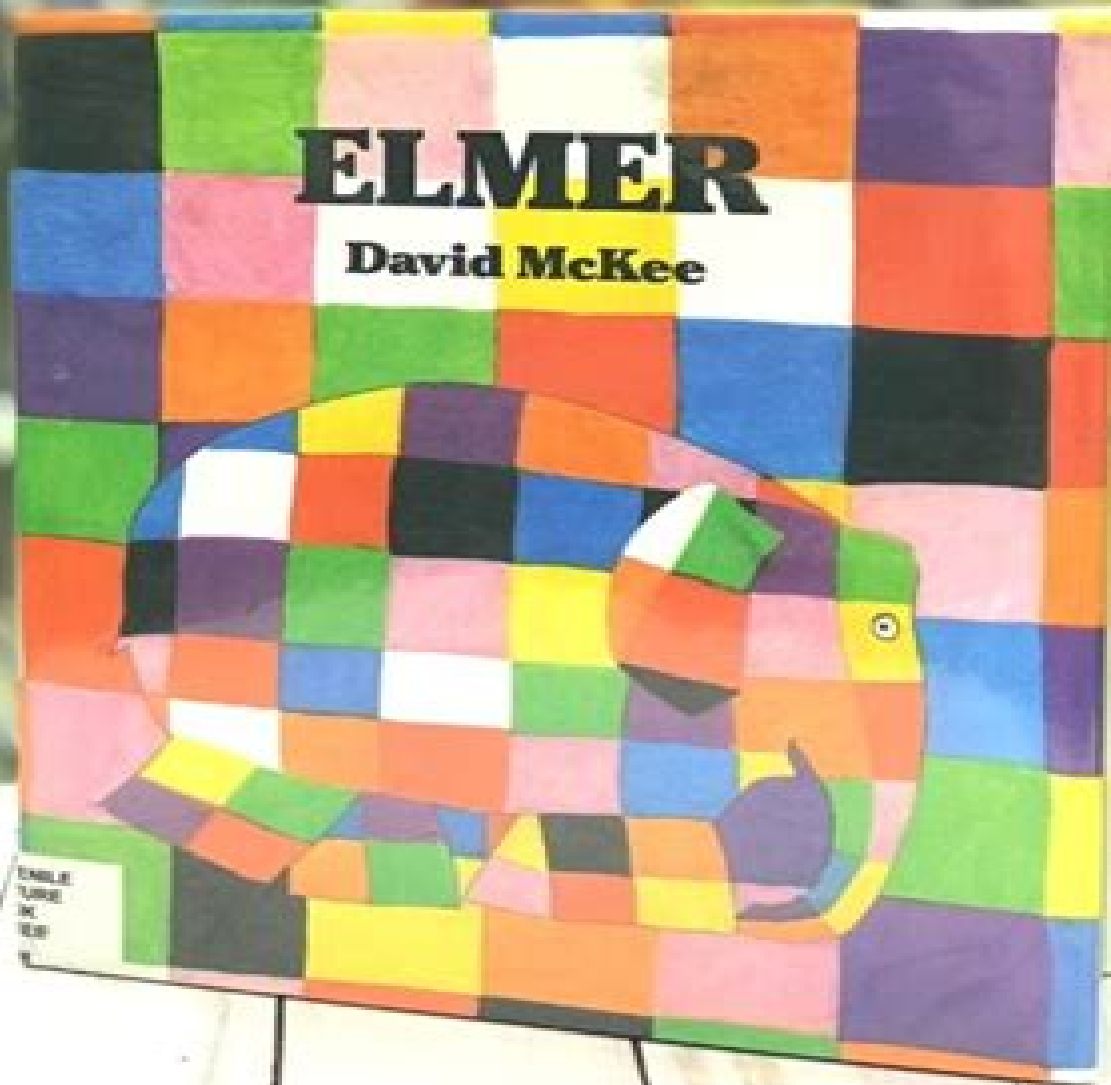


ELMER

David McKee



Jodi Durgin
THE CLUTTER-FREE CLASSROOM

Elmer By David Mckee Lesson Plans

DP Hallahan



Elmer By David Mckee Lesson Plans:

Teaching Emergent Readers Judy Sauerteig, 2005-09-30 The purpose of this book is to give media specialists teachers and or teacher helpers and parents a guide to using beginning chapter books to encourage first and second graders to read independently The book contains in depth lesson plans for 35 early chapter books Each lesson contains bibliographic information plus setting characters plot solution and book summary Activities for the media specialist to provide schema prediction fluency and information literacy skill instruction is provided as well Teacher activities included address phonics phonemic awareness decoding fluency and the comprehension strategies of recall inference and synthesis Each book section also features a parent take home page of extension enrichment ideas

Behaviour, Safety and Well Being Andrew Moffatt, 2017-07-05 The new Ofsted framework evaluates the behaviour and safety of pupils at the school This resource provides over 100 lesson plans promoting recognition of different emotions and behaviours practice in responding to those different emotions and behaviours good behaviour towards and respect for other young people and adults Each lesson plan is linked to a children s book and references SEAL Lessons can support Literacy PSHE and citizenship Lesson plans are bracketed into year groups and five or six week modules that give schools the opportunity to deliver specific projects on anti bullying safeguarding pupil voice and transition There are also modules covering emotions such as anger loneliness excitement jealousy kindness pride and confidence This is a comprehensive accessible and invaluable tool for every classroom

Teaching Visual Literacy in the Primary Classroom Tim Stafford, 2010-07-22 Teaching Visual Literacy in the Primary Classroom shows how everyday literacy sessions can be made more exciting dynamic and effective by using a wide range of media and visual texts in the primary classroom In addition to a wealth of practical teaching ideas the book outlines the vital importance of visual texts and shows how children can enjoy developing essential literacy skills through studying picture books film television and comic books Designed to take into account the renewed Framework for Literacy each chapter offers a complete guide to teaching this required area of literacy Aimed at those who want to deliver high quality and stimulating literacy sessions each chapter contains a range of detailed practical activities and resources which can be easily implemented into existing literacy teaching with minimal preparation In addition each chapter gives clear informative yet accessible insights into the theory behind visual literacy Containing a wealth of activities ideas and resources for teachers of both Key Stage 1 and Key Stage 2 this book discusses how children s literacy skills can be developed and enhanced through exploring a range of innovative texts Six chapters provide comprehensive guides to the teaching of the following media and literacy skills picture books film and television comic books visual literacy skills genre adaptation Teaching Visual Literacy in the Primary Classroom is an essential resource for all those who wish to find fresh and contemporary ways to teach literacy and will be useful not only to novices but also to teachers who already have experience of teaching a range of media Students primary school teachers literacy co ordinators and anyone who is passionate about giving pupils a relevant and up to date

education will be provided with everything they need to know about teaching this new and ever expanding area of literacy

No Outsiders: We Belong Here Andrew Moffat, 2024-04-18 What does modern Britain look like and how do we prepare our children for life in an ever changing world We want children to be able to live and work anywhere and with anyone without fear and without judgement Schools need a strong confident framework where young people are taught to explore and value their own identities and the identities of others No Outsiders is a whole school ethos teaching children that everyone is different and everyone belongs there are no outsiders at our school because everyone is welcome Using this book and a common language threaded throughout the school we can work to challenge prejudice in wider society The book includes 43 lesson plans and assembly ideas A framework to deliver an inclusive curriculum built around picture books written for children aged 4 11 many of which will already be in school libraries The stories of Head Teachers speaking of their journeys challenges and successes Innovative ways to keep parents informed and involved Steeped in current practice and easy to implement in your school No Outsiders We Belong Here expands the No Outsiders collection with a wealth of new lesson plans and will be an essential resource for primary school teachers school leaders and teacher training providers

Letting the Buggers Be Creative Sue Cowley, 2005-05-10 Presents teaching strategies to foster creative thinking in students
Children's Perceptions of Learning with Trainee Teachers Hilary Cooper, Rob Hyland, 2002-01-31 This book is unique as it focuses on pupils perceptions of their learning with trainee teachers in primary schools It aims to raise trainee teachers awareness of the importance of considering pupils perceptions in evaluating their teaching and provides frameworks for doing so It enables teachers to make links between theory research and practice as part of their on going development The text includes interviews with primary pupils examples of new teaching approaches case studies offering pupil insights into curriculum subjects chapter summaries giving suggestions for teaching strategies discussions with mentors and tutors and further reading

Transforming Storytimes Into Reading and Writing Lessons Annie Weissman, 2001 Lesson plans and examples will help you incorporate the national language arts standards covered by standardized tests and implement the Information Power II standards into your next storytime Specific content areas and lesson plans are included and cover literary elements Caldecott books folk tales genres and nonfiction Strategies like pair share Big Books reader s theater puppet shows and choral responses encourage all students to participate and respond in storytime reading lessons while brainstorming composing and publishing strategies encourage participation in storytime writing lessons Students will always love storytime so why not make it more than just reading aloud

Using Images to Teach Critical Thinking Skills Diane M. Cordell, 2015-11-10 Learn how to teach visual literacy through photography an easy way for you to combine student interest with resources at hand to enhance a key learning skill Research indicates that 75 to 90 percent of classroom learning occurs through the visual system making visual literacy a key component of information literacy and of critical thinking a requirement throughout the Common Core standards It s no surprise then that

visual literacy is increasingly recognized as a competency that should be part of every student's skill set. Fortunately, this critical skill can be incorporated into existing curriculum, and this book shows you how to do just that. Written for K-12 classroom teachers and librarians, this all you need to know volume discusses the importance of visual literacy in education and examines how it helps address current learning standards. The book shows you how to use photography and digital images to cultivate critical thinking, inquiry, and information literacy, provides examples of the use of photographic images in the classroom and in real life, and addresses how students can be ethical practitioners in a digital world. In addition, the book includes sample lessons you can easily implement regardless of your level of technical and photographic expertise. A resource list of photo editing, curation, and museum sites is included.

No Outsiders: Everyone Different, Everyone Welcome Andrew Moffat, 2020-03-09. The No Outsiders programme promotes an ethos of inclusion and tolerance and aims to prepare children for life in modern Britain. Expanding the scheme published in the 2015 book *No Outsiders in Our Schools*, this book is designed to further support educators as they make the No Outsiders ethos part of their school culture at a time when messages of fear and division are rife. Written by a practising teacher whose work to promote equality has been globally celebrated, this book provides lesson plans for use in classes from EYFS to Year 6. Key features of the resource include plans for delivering the No Outsiders message through assemblies and classes, allowing for a flexible approach; recommendations for picture books that can be used to support messages of diversity and inclusion; a scheme of work designed to meet the requirements of the Equalities Act 2010 and support teachers as they prepare to implement the new Relationships Education curriculum 2020. It is the responsibility of primary schools to promote equality and diversity. This is a vital resource for all teachers and trainee teachers as they prepare children for a life where diversity is embraced and there is no fear of difference.

Teaching Literature and Language Through Multimodal Texts Domínguez Romero, Elena, Bobkina, Jelena, Stefanova, Svetlana, 2018-08-17. In the past few decades, there has been a growing interest in the benefits of linking the learning of a foreign language to the study of its literature. However, the incorporation of literary texts into language curriculum is not easy to tackle. As a result, it is vital to explore the latest developments in text-based teaching in which language, culture, and literature are taught as a continuum. *Teaching Literature and Language Through Multimodal Texts* provides innovative insights into multiple language teaching modalities for the teaching of language through literature in the context of primary, secondary, and higher education. It covers a wide range of good practice and innovative ideas and offers insights on the impact of such practice on learners with the intention to inspire other teachers to reconsider their own teaching practices. It is a vital reference source for educators, professionals, school administrators, researchers, and practitioners interested in teaching literature and language through multimodal texts.

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